

KEY HIGHLIGHTS FROM THE NCDC - A-LEVEL CBC TRAINING:

New words:

- Assessment opportunities
- COP assessment strategies
- Constructivist
- DEAA
- Teaching styles
- Generic skills and subject skills
- Indicators for formative assessment
- Driving question
- Inferred questions
- Problem Based Learning (PBL)
- Approach, method, technique
- Level of demand
- SNE & SEN
- Law of local independence

Key Highlights:

- ✓ Old curriculum used to produce learners with big heads full of knowledge, small hands that can't do anything, tiny hearts that aren't caring.
- ✓ Constructivist theory: This theory enables learners on how to make their own notes, as opposed to objectivist which is teacher centered.
- ✓ All A level teachers are argued to **read and re-read the syllabus book to understand it better before going to class**. Especially the introductory part of the syllabus.
- ✓ Whatever you teach **MUST** come from the syllabus document. Always refer to the **syllabus** before you teach. Specifically, always refer to the learning outcomes (LO).
- ✓ Each LO must have a **level of demand** where it is placed to i.e. low, medium, high (in the blooms taxonomy). At end of cycle, we assess only medium and high levels. Low level focuses on knowledge and understanding only (this is where notes giving lies. This justifies why we are discouraged to give notes to students, or practicing teacher centred approach).
- ✓ Medium level focuses on application and analysis, and this is where we have hands on/ practicals.
- ✓ High level focuses on evaluation and synthesis/ creating.
- ✓ Note that in the syllabus book, there is no learning outcome at low/ knowledge level.
- ✓ It's unfortunate that most teachers are stopping at low level while teaching. Most teachers are just making students to remember, and stop there.
- ✓ Though, you cannot jump to high level without passing through low and medium levels. An example is making a decision (an evaluation) to marry someone without getting knowledge on that person, understanding the person, or even analyzing that person. It's already a big mistake).
- ✓ Action verbs of a learning outcome must come from the three levels of demand.
- ✓ Whatever we teach, we must be able to apply it.
- ✓ **Example of a LO: The learner should be able to evaluate plans and strategies aimed at promoting agriculture in Uganda and other developing countries.** Action verb is "evaluate (high level)." Content is "plans and strategies." Context is "Uganda and other developing countries."
- ✓ If you can evaluate the learning outcomes as above, then you can easily create activities for the learners.
- ✓ Students **MUST** have notes. But they are the ones to make their own notes.

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- ✓ Skills are of two types i.e. generic skills and subject specific skills
- ✓ Always consider **blooms taxonomy** while preparing your lessons, especially in the unpacking of learning outcomes.
- ✓ To ensure that your lesson achieves more than knowledge (KUSVA-gs), make learners to go and make research via various sources like computer lab or library. Also use experimental learning, case studies, discussions, etc. All these must be spelt out while drafting the learning activities.
- ✓ Students with special education needs (SEN) include time takers, students with ADHD, fast learners, the deaf, left handed people (since they need more space for writing), etc. these need special needs education (SNE).
- ✓ In each learning activity, there must be some or all DEAA.
- ✓ In any learning activity, the teacher does the **COP** (conversation, observation, product) as the learn does the **DEAA**. This should be well stated in the lesson plan.
- ✓ **Prior planning is a MUST** before conducting any lesson, or else the lesson will be a wasted time.
- ✓ By policy you're not supposed to call any child a slow learner, you can be sued and imprisoned. These are called time takers.
- ✓ A teacher must have a book of records for recording each learner's generic skills, to be reported on the report card. Record where the learner is good or where he/she needs improvement.
- ✓ **Indicators** are useful in helping different teachers teach same things in different streams.
- ✓ **Triangulation**: the teacher uses COP as the student is DEAA
- ✓ Always give learners the activity sheet into which they can present their work.
- ✓ In LSC we do **project**, in USC we do **project-based learning** (PBL is another method of learning. It can be used to handle some outcomes of learning).
- ✓ A project is a task/ activity, while PBL is a teaching method.
- ✓ **Driving questions** and **inferred questions** are used in PBL.
- ✓ In PBL, you help but don't write the inferred question for the learners. The learners formulate their own question. You only give them the driving question.
- ✓ Don't tell learners to go and look for a problem. They may bring a problem that can never be solved. Provide for them a driving question, then they make their own inferred question to the problem.
- ✓ A lead question/ driving question must have four parts.
- ✓ E.g: **how can we stop the spread of flue** in our school?
- ✓ Follow-up questions/ inferred questions are small questions that support the driving qnz.
- ✓ In CBC the teacher is not supposed to speak more than 30% in the lesson.
- ✓ Any teacher who wants to improve in CBC should be free to consult and also invite fellow teachers in his class to do the lesson evaluation.
- ✓ **Relevance**: given on mentioning/ outlining a point(s);
- ✓ **Accuracy**: correct point given
- ✓ **Coherence**: logical and consistency
- ✓ **Excellence**: something never expected. It is exceptional.
- ✓ Without R, no A. without A, no C.
- ✓ To get E-score, the learner must have gotten two-thirds e.g 6/9, and has also given exceptional information. This is called two-thirds rule.
- ✓ The excellence score (1) is given once in the whole piece of AOI.



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R.A.C.E. applies the "law of local independence", i.e. scores for one task are independent of the other. "if you fail part a), you don't get scores on part b)", this doesn't work in CBC.

Challenges:

- Some teachers are highly feared by students, to the extent that students cannot freely discuss in CBC in presence of a teacher in class.
- School administrators usually don't attend these trainings, other give little time to the trainings, and at the end they are always opposing. "That can't work in this school." "All students are supposed to do end of term exams."

Correct scoring

R	A	C	E	
3	3	3		✓
3	3	2		✓
3	3	1		✓
3	2	2		✓
3	2	1		✓
3	1	1		✓
2	2	2		✓
2	2	1		✓
2	1	1		✓
1	1	1		✓

Wrong scoring

R	A	C	E	
3	2	3		✗
3	1	3		✗
3	1	2		✗
2	3	3		✗
2	3	2		✗
2	3	1		✗
2	2	3		✗
2	1	3		✗
2	1	2		✗
1	3	3		✗
1	3	2		✗
1	3	1		✗
1	2	3		✗
1	2	2		✗
1	2	1		✗
1	3	3		✗
1	3	2		✗
1	3	1		✗

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