

*INTRODUCTORY
PRESENTATION
ON THE NEW
LOWER
SECONDARY
CURRICULUM
(S.1 - 4) AT
KISUBI ON 26TH
OCTOBER 2020*

INTRODUCTION

In 2008 The Ministry of Education and Sports (MoES) through the National Curriculum Development Centre (NCDC) undertook the decision to review the lower secondary curriculum. The review was guided by:

- ❖ the Uganda Vision 2040 which aims at transforming Uganda into a modern and prosperous country;
- ❖ NDP II which recognises the existing weaknesses in education, including the low efficiency and variable quality at the secondary level.
- ❖ The NRM Manifesto (2016-2021), desires for improvement of continuous assessment examination systems; strengthening soft skills, which promote self-esteem, conscientiousness and a general positive attitude to work; promoting e-learning and computer literacy, in order to enhance learning outcomes;
- ❖ And the Education and Sports Sector Strategic plan (2017/20) advocates for the delivery of equitable, relevant and quality education for all.

THE NEW CURRICULUM DESIGN

The new curriculum puts emphasises on;

- ❖ knowledge, application and behavioural change based on a clear set of values;
- ❖ generic skills such as the 21st century skills namely communication, use of technology, collaboration or team work, creativity and innovativeness which will support the learners to develop into life-long learners;
- ❖ cross cutting issues that are embedded across all the subjects to enable learners understand the connections between the subjects and complexities of life.
- ❖ The philosophy of the new curriculum states thus: **“A Holistic Education for Personal and National Development.”**

THE KEY LEARNING OUTCOMES

Learning outcomes are statements that describe the knowledge or skills that the learner should have achieved and can reliably demonstrate at the end programme or course. They identify what the learner will know and be able to do after having gone through a given curriculum.

The qualities of the key learning outcomes in the new curriculum which translate into the S4 graduate profile are highlighted as follows;

Self-assured individuals

Responsible and patriotic citizens

Lifelong learners

Positive contributors to society

SUBJECTS ON THE NEW CURRICULUM

	S1-2		S3-4
Compulsory	English Mathematics History & Political Education Geography Physics Biology Chemistry } GS for Special Needs Physical Education Religious Education Entrepreneurship Kiswahili		English Mathematics History & Political Education Geography Physics Biology Chemistry
Electives	Agriculture ICT Foreign Languages (French/German/ Latin/ Arabic/ Chinese) Local Languages Literature in English Art and Design Performing Arts Technology and Design Nutrition and Food Technology	Practical (Pre-vocational)	Entrepreneurship Art and Design Agriculture Nutrition and Food Technology Physical Education ICT
		Languages	Foreign Languages Kiswahili Local Languages Literature in English
		Religious Education	Christian/Islamic Religious Edn.

THE COMPETENCE BASED CURRICULUM

- ❖ A Competence based curriculum is a learner-centred approach to learning which puts emphasis on the application of what has been learnt in a range of situations.
- ❖ This approach puts emphasis on an individual learner other than the objective based which looks at a class as a whole with focus on the teacher.
- ❖ The competence based approach recognises the achievements made by the learner however small it may be.

ACTIVITY

- Singing melodies to sol-fa

1.d r m f s f m

2.d m s m f r d

3.d m l s d f m

Criterion referenced assessment

Assessment in the new curriculum has moved from the current **norm-referenced** to **criterion-referenced**. Under the criterion reference approach, the tasks and assessments are designed to measure **individual learner performance** against a fixed set of predetermined **criteria** or learning **standards**. This type of assessment is meant to evaluate whether a learner has learned a specific body of knowledge or acquired **a specific skill set**.

- In the new curriculum there will be provision for the pre-vocational component of education in line with **World of Work (WoW)** requirements and in line with the **Skilling Uganda Strategy**. This is aimed at preparing learners, at an early age, with the opportunity to understand and appreciate vocational work, recognise its importance and later join the world of work in this area.

THE PRE-VOCATIONAL SUBJECTS

The subjects in this category are:

- Performing Arts, Agriculture, ICT, Nutrition and Food Technology, Fine Art, Technology and Design, Physical Education and Entrepreneurship.
- Learners studying these subjects will have the option of being assessed in the occupation competence at level 1.
- This will be conducted by the relevant assessment body e.g. DIT and a vocational qualification of Level 1 will be administered at the end of S3.
- The students who decide to register for the DIT assessment will exit with two certificates one from DIT and the other from UNEB.

ACTIVITY

- Direct someone to the for this workshop who is coming from Kampala (New Taxi Park)

GENERIC SKILLS

- A labour market survey (2012) conducted by NCDC identified the type of competences which employers expect of a senior four graduate. The findings contributed to the formulation of generic skills which have been **integrated** into the subjects on new curriculum.
- Generic skills, also known as work place skills, are those that enable learners to fit in both the academic and world of work. These skills are meant to allow learners adapt to change and cope with the challenges of life in the 21st century. These skills are;
 - **Critical thinking and problem solving,**
 - **Creativity and innovation,**
 - **Communication, cooperation and self-directed learning,**
 - **Mathematical computation and ICT proficiency.**

VALUES

The new curriculum is based on a clear set of values. These values underpin the whole curriculum and the work of school and they are also the values on which learners need to base their lives as citizens of Uganda and the entire global village. The values are derived from The Uganda National Ethics and Values Policy of 2013. They are:

- **Respect for humanity and environment**
- **Honesty; uphold and defend the truth at all times**
- **Justice and fairness in dealing with others**
- **Hard work for self-reliance**
- **Integrity; moral uprightness and sound character**
- **Creativity and innovativeness**
- **Social Responsibility**
- **Social Harmony**
- **National Unity**
- **National Consciousness and patriotism**

THE SCHOOL DAY

- The change in pedagogy requires a change in strategies of learning. Competence based learning requires learners to access more time in development of their ability to apply what has been learnt to a range of situations.
- The school day will remain the same but the contact time has been reduced to allow learners time to put into practice what they learn.
- The contact time will run from **8.00am to 2.55pm.**
- 2 hours of the day, from 2.55pm to 4.30pm, will be allocated to teacher guided research, discussions and project work in addition to personal reading.

ROLES AND RESPONSIBILITIES OF THE KEY STAKEHOLDERS

- **Parents:** To support the learning opportunities of both learners; boy and girl without discrimination and equitably provide them with the requirements of learning.
- **The learner:** To learn, attend all lessons, carry out research, create projects, participate in group activities, and follow school rules.
- **The teacher:** To have a positive attitude towards change and seek opportunities to make every learner successful by attending the training sessions, preparing for lessons adequately, assess and provide feedback to the learners on their work, support all learners to achieve their potential.

ROLES AND RESPONSIBILITIES OF THE KEY STAKEHOLDERS

- **Head teacher/school administration:** To avail conducive learning environment to learners, support teachers with teaching inputs and give technical support to the teaching and training process, advocate for the new curriculum, work with the district officials and politicians to solicit for funding to support the implementation process.
- **The deputy head teacher/Director of studies:** to provide guidance to the teachers and heads of departments, prepare the school based trainings in liaison with the head teacher, encourage teachers and support those with difficulties, participate in the teaching process and be abreast with the requirements of the new curriculum.
- **DEO/DIS/MEO:** To inspect schools to support head teachers in the management of schools, attend and monitor the training sessions so as to offer support and get abreast with the requirements of the new curriculum, work with the head teacher to advocate for the curriculum and get funding to support the implementation process.

CONCLUSION

- The key change in the curriculum is a move from a knowledge-based to a competence and skill-based curriculum. This approach to teaching and learning is a universal call to change the way learners learn by ensuring that the learning experiences depict what the learner can do as a result of what has been learnt.
- The proposed criterion referenced assessment will require proper record keeping and the opportunity to consciously use the assessment data to improve learning ,teaching and future curriculum reviews;
- The teacher's role will change from being the author of knowledge to being a facilitator of learning and to ensure that each learner has an opportunity to reach their potential;
- The changes in the curriculum will contribute to a positive progress towards SDG4 which aims at ensuring equitable quality education and promote lifelong learning opportunities for all.

THE END

THANK YOU FOR YOUR KIND ATTENTION!