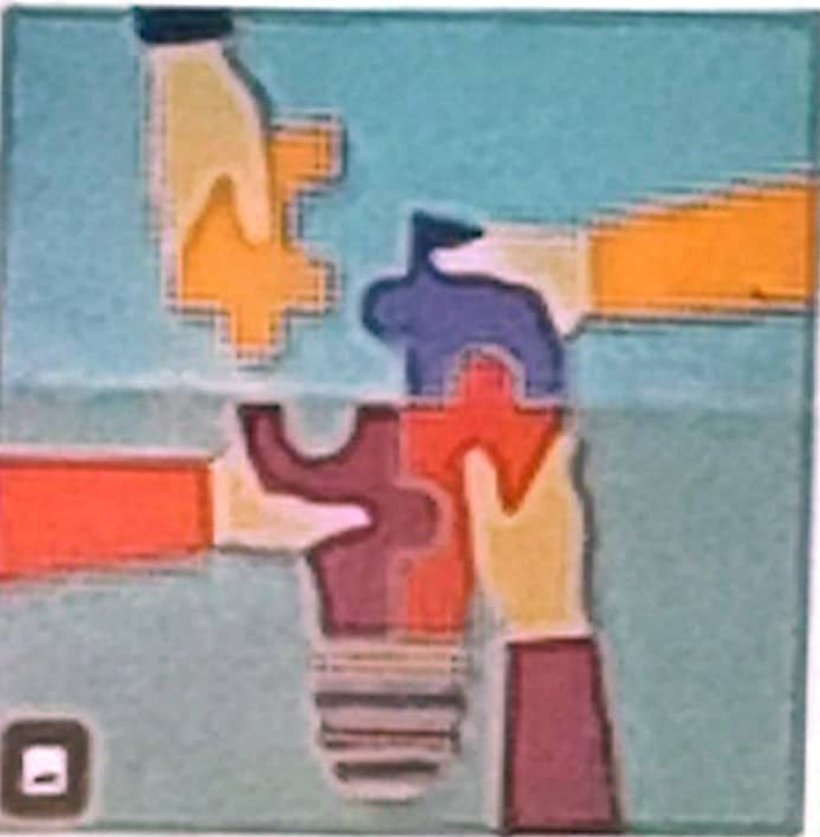


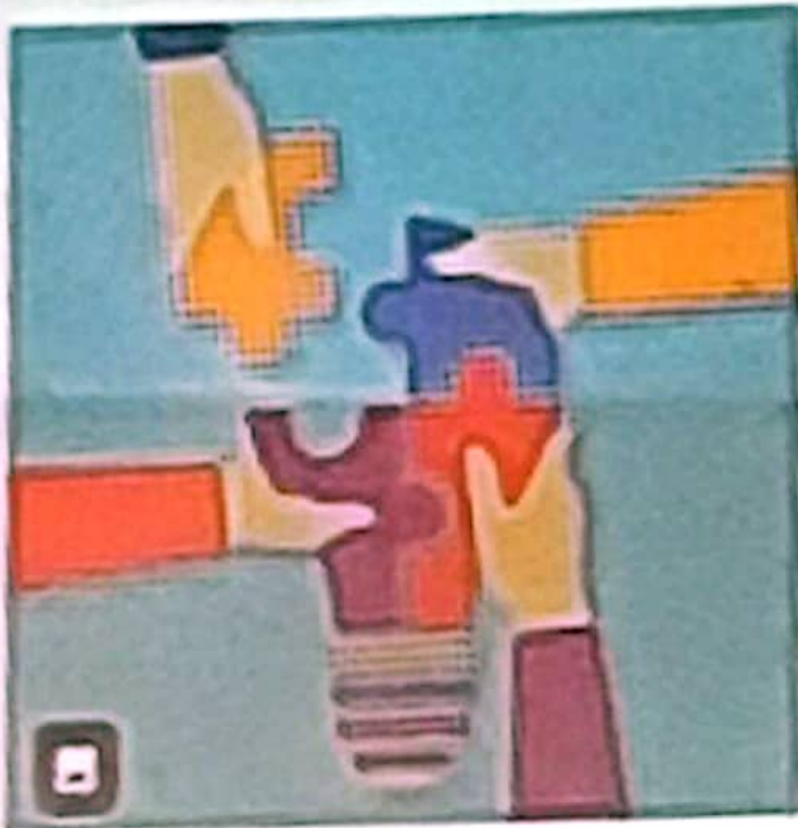
Discussion



As a teacher ;

- a. Share some of your successes, challenges, in the T/L of the CBC.

Discussion



As a teacher :

a. Share some of your successes, challenges, in the T/L of the CBC.

b. how have you tried to address some of the challenges experienced?

FOCUS OF THE TRAINING



PBL in CBC



CBC and its pedagogical implications.



How do we realize achievement in CBC.



Actualization of CPD

**THEME: ENHANCING THE LINKAGE BETWEEN
TEACHING, LEARNING AND ASSESSMENT IN
COMPETENCY BASED CURRICULUM(CBC)**

Scene A



Scene B



WHAT IS THE DIFFERENCE BETWEEN THE TWO SITUATIONS WHEN
LOOKING FOR FOOD?

Scene A



Scene B



WHAT IS THE DIFFERENCE BETWEEN THE TWO SITUATIONS WHEN
LOOKING FOR FOOD?

Scene A



Scene B



WHY THE CHANGE?

HOW DOES THIS LINK TO THE CURRICULUM SWITCH?

Curriculum switch



New curriculum: Learners exposed to wrong questions, UNED warns

New curriculum: Learners exposed to wrong questions, UNED warns
UNED warns that the new curriculum is not aligned with the old curriculum's goals.
(UNED from Phoenix APP)

Snapshot

- The findings indicate that instead of challenging students with higher-order questions that require critical thinking, teachers have continued to set questions based on the old curriculum.
- Additionally, 69% of teachers relied on traditional paper-and-pencil assessment methods commonly used in schools, which encouraged students to memorize their class notes—a practice deemed crucial for passing exams but **not** aligned with the new curriculum's goals.

Curriculum switch



Snapshot

- The findings indicate that instead of challenging students with higher-order questions that require critical thinking, teachers have continued to test questions based on the old curriculum.
- Additionally, 49% of teachers relied on traditional paper-and-pencil assessment methods commonly used in schools, which encouraged students to memorize their class notes—a practice deemed crucial for passing exams but **not** aligned with the new curriculum's goals.

New curriculum learners exposed to wrong questions. UNED warns

New curriculum learners exposed to wrong questions. UNED warns. <https://www.uned.ac.uk/news/2022/04/28/new-curriculum-learners-exposed-to-wrong-questions>
(7710) (from Phoenix APP)

What is the Teachers' Role?

BRAIN STORM

**LESSON
ACTIVITY**

**Project
Work**

CAI

AoI

EoYI

**What is
common to them all**

BRAIN STORM

LESSON
ACTIVITY

Project
Work

CAI

AoI

EoYI

What is
common to them all





John, a farmer, enjoys and prepares only his favorite diet for his family that comprises of a pregnant wife, a one-year daughter, and an elderly grand mother. The whole family looks emaciated apart from John.

ACTIVITY



In a certain community, a dry spell that occurs for several months has led to health issues among school children. In some schools, children have died because of excess heat that dehydrates their bodies. The current design of primary school classrooms does not address this problem.

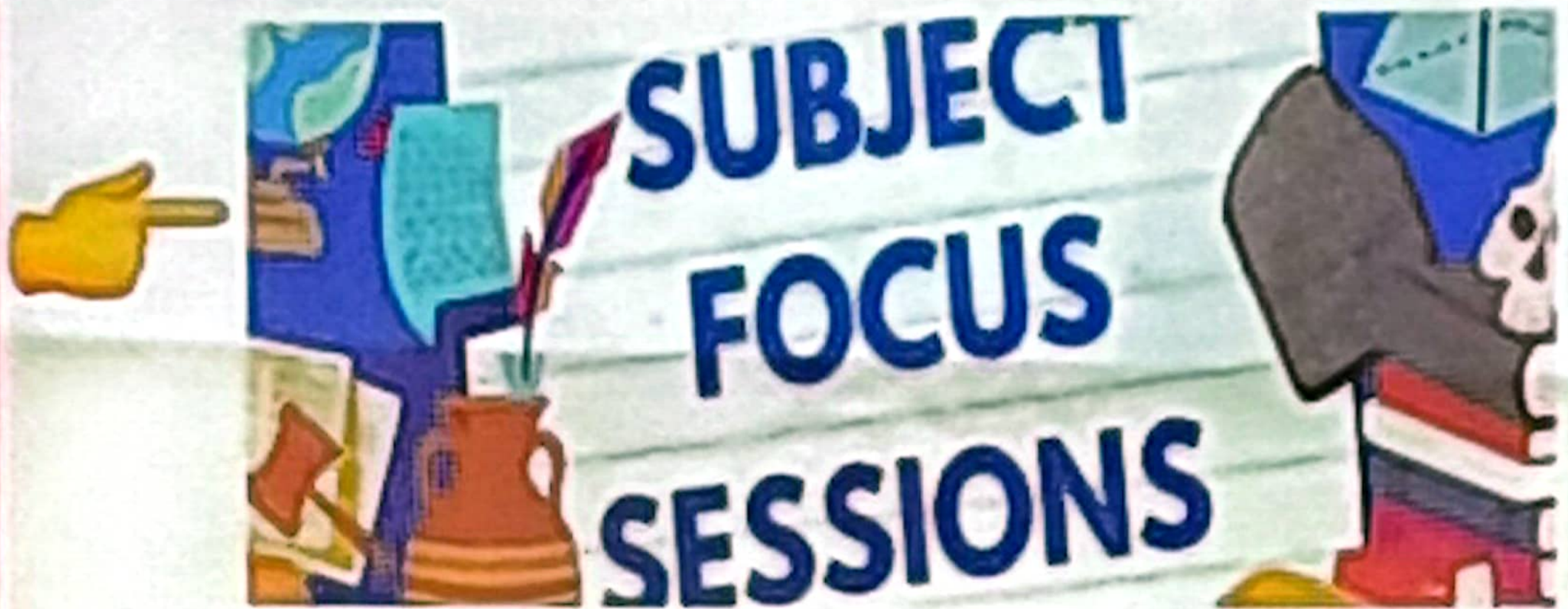
ACTIVITY



At a Secondary School, teachers have raised a concern to the administration about the scorching sun damaging the paint on vehicles parked in the open yard. Prolonged exposure makes the vehicles appear old and worn. To address this issue, the school has advertised a tender to supply durable canvas covers to protect the vehicles. Each cover must fully shield the vehicle, from the roof down to the base.



A small town in Uganda relies heavily on charcoal burning and firewood for cooking and heating. In this town, many residents have respiratory issues as reported by district health department.



Cont'd-What do you realize from this activity in line with CBC ?

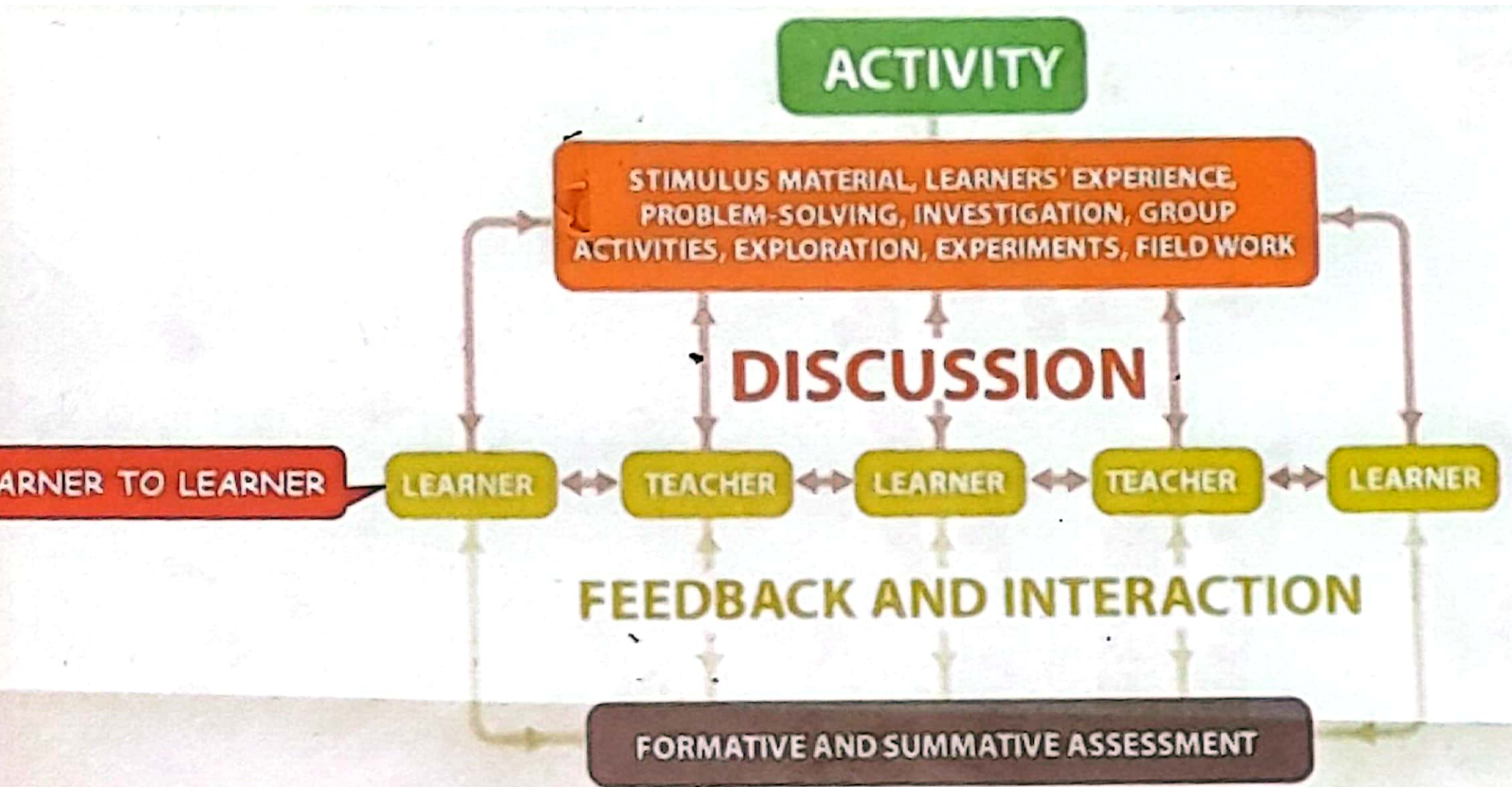
1. Complex, real-world situations that may have many "right" answers are the organizing focus for learning.

2. Learners work individually or in teams to confront the problem to identify learning gaps and to develop viable solutions.

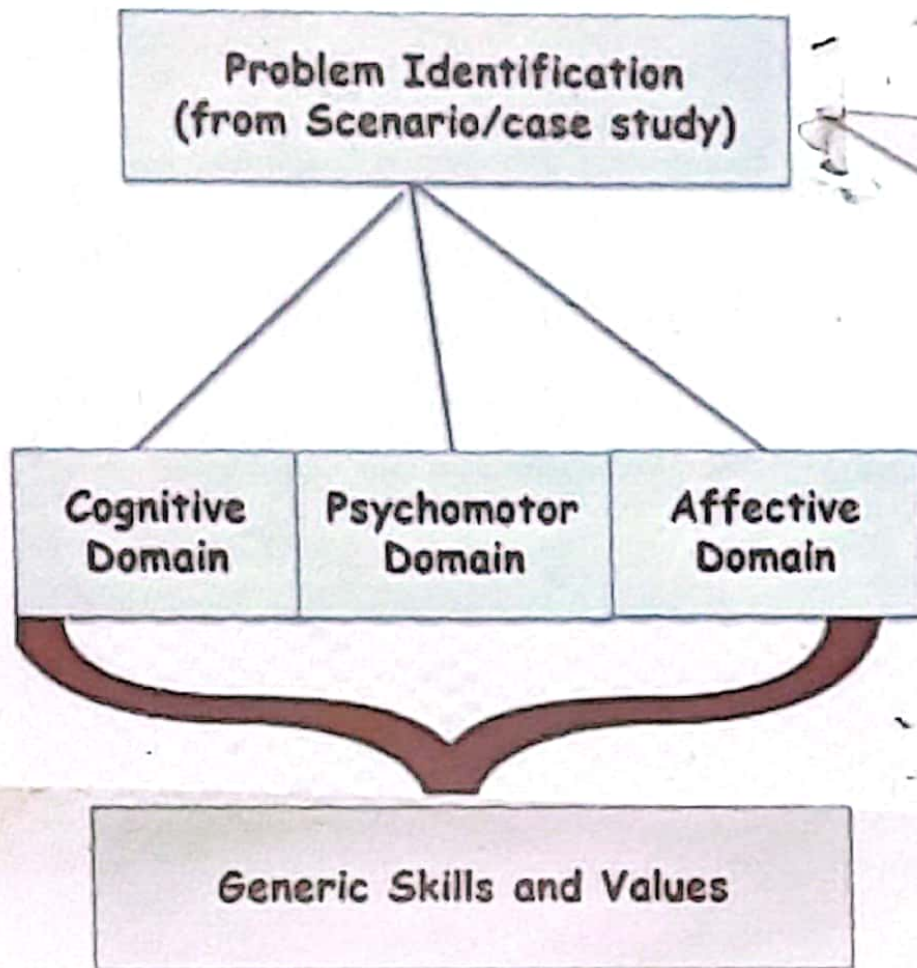
3. Learners gain new information through self-directed learning.

4. Teacher acts as facilitator.

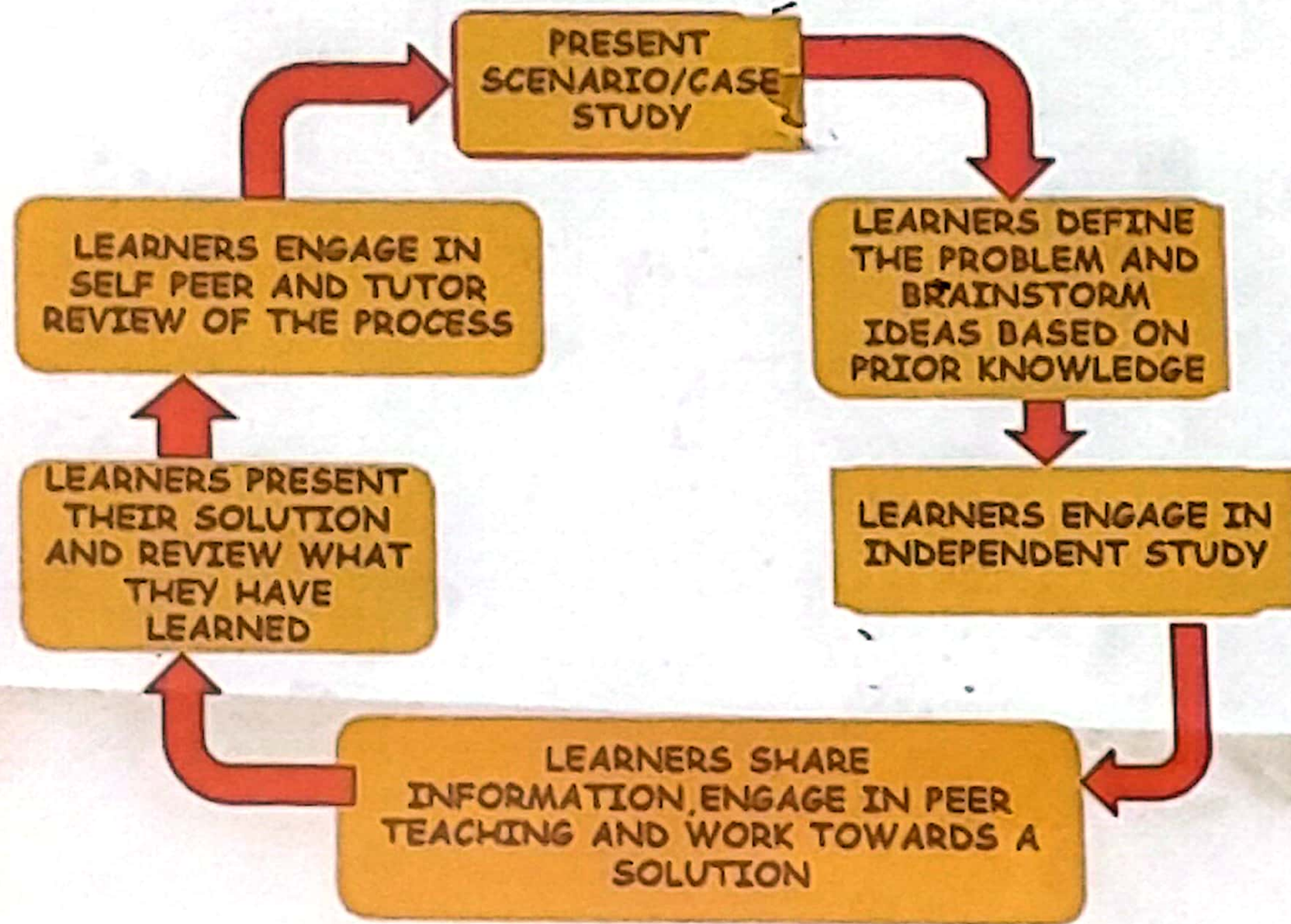
5. Problems lead to the development of problem-solving capabilities

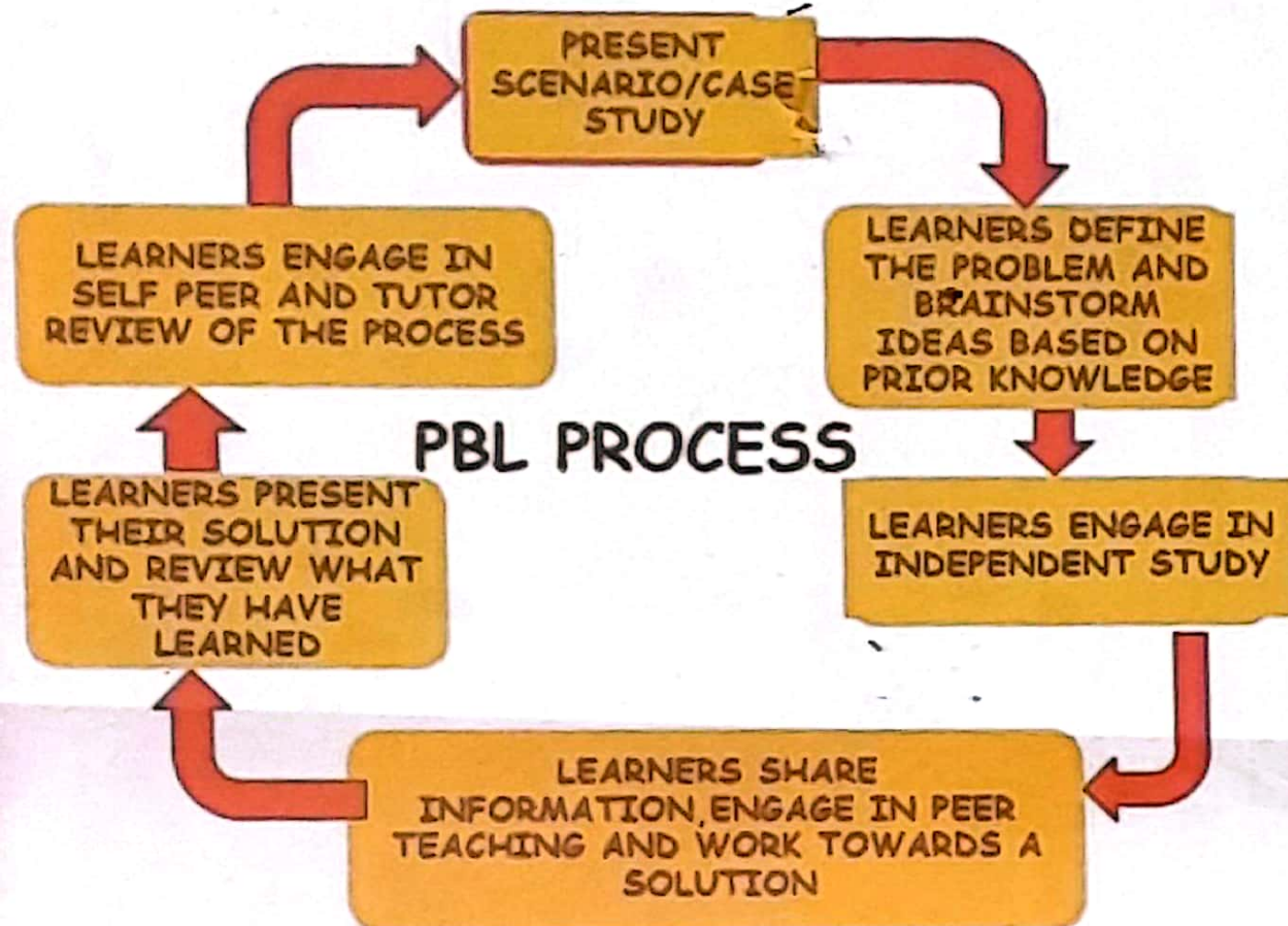


Integrating Learning Domains



Dr. Jane Smith (2023) emphasizes that "problem-based learning not only enhances students' cognitive abilities but also engages their psychomotor and affective domains, fostering holistic development." She notes that this approach cultivates critical thinking, practical skills, and emotional intelligence, essential for well-rounded learners.





PBL is underpinned by the constructivist approach. It is a teaching strategy during which learners:

- solve a problem or a set of problems unfamiliar to them.
- actively learn and carry out activities individually or in groups.
- Carry out self-directed learning, effective problem solving, communication and collaboration skills.
- work in groups to solve problem and the teacher taking a backstage usually limited to guiding and monitoring the process.

PROBLEM-BASED LEARNING



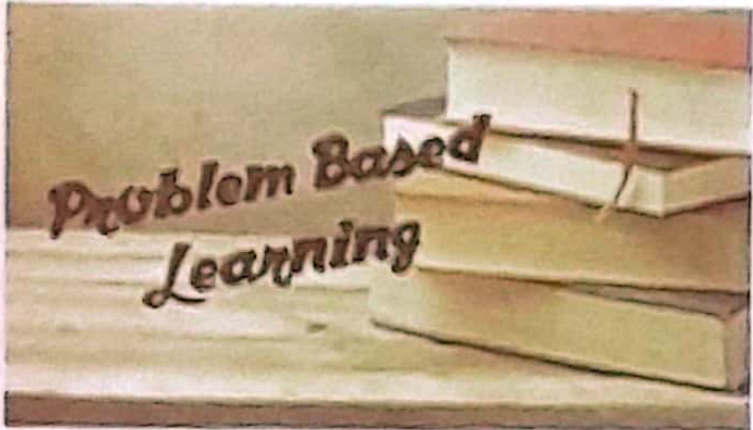
- ❑ Problem-based learning (PBL) is a method that challenges learners to learn through engagement in a real-world problem.
- ❑ A learner identifies the problem and finds the solution(s).

QUALITIES OF A GOOD PROBLEM STATEMENT

A problem statement should;

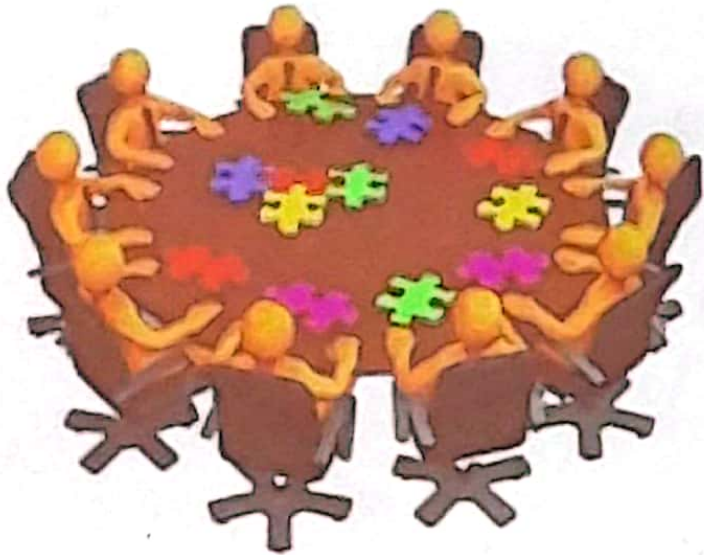
- ☐ Be Developmentally appropriate.
- ☐ Be Grounded in learners' experience.
- ☐ Accommodate a variety of learning strategies and styles.
- ☐ Be well structured.
- ☐ Be concise.
- ☐ Be Curriculum based.

NOTE. Can be learning outcome, topic or concept



Problem Based Learning

Linkage of PBL to CBC.



➔ A competency-based curriculum emphasizes what learners do from what they learn rather than what they know.

This approach ensures that learners develop

➔ practical skills and abilities that are directly applicable to real-world situations.

Linkage of PBL to CBC cont...

1



Learner Centred

2



Focuses on
acquisition of
competences
valuable in the
job market.

3



Allows
differentiated
learning.

Linkage of PBL to CBC cont...

4



Designed to measure attainment of competencies using a variety of assessment tools.

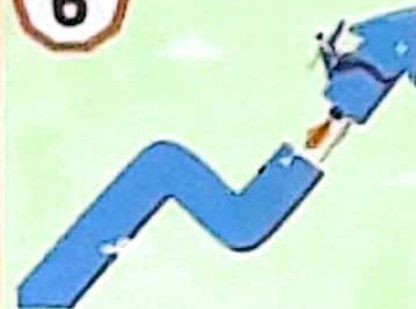
5

Activating Prior Knowledge



Recognizes prior learning experiences.

6



Involves continuous evaluation, Reflection and improvement.

Teacher's role in CBC

Plan and
prepare
for
teaching.

Facilitator
of
Learning

Mentor
&
Coach.

Teacher's role in CBC

Plan and
prepare
for
teaching.

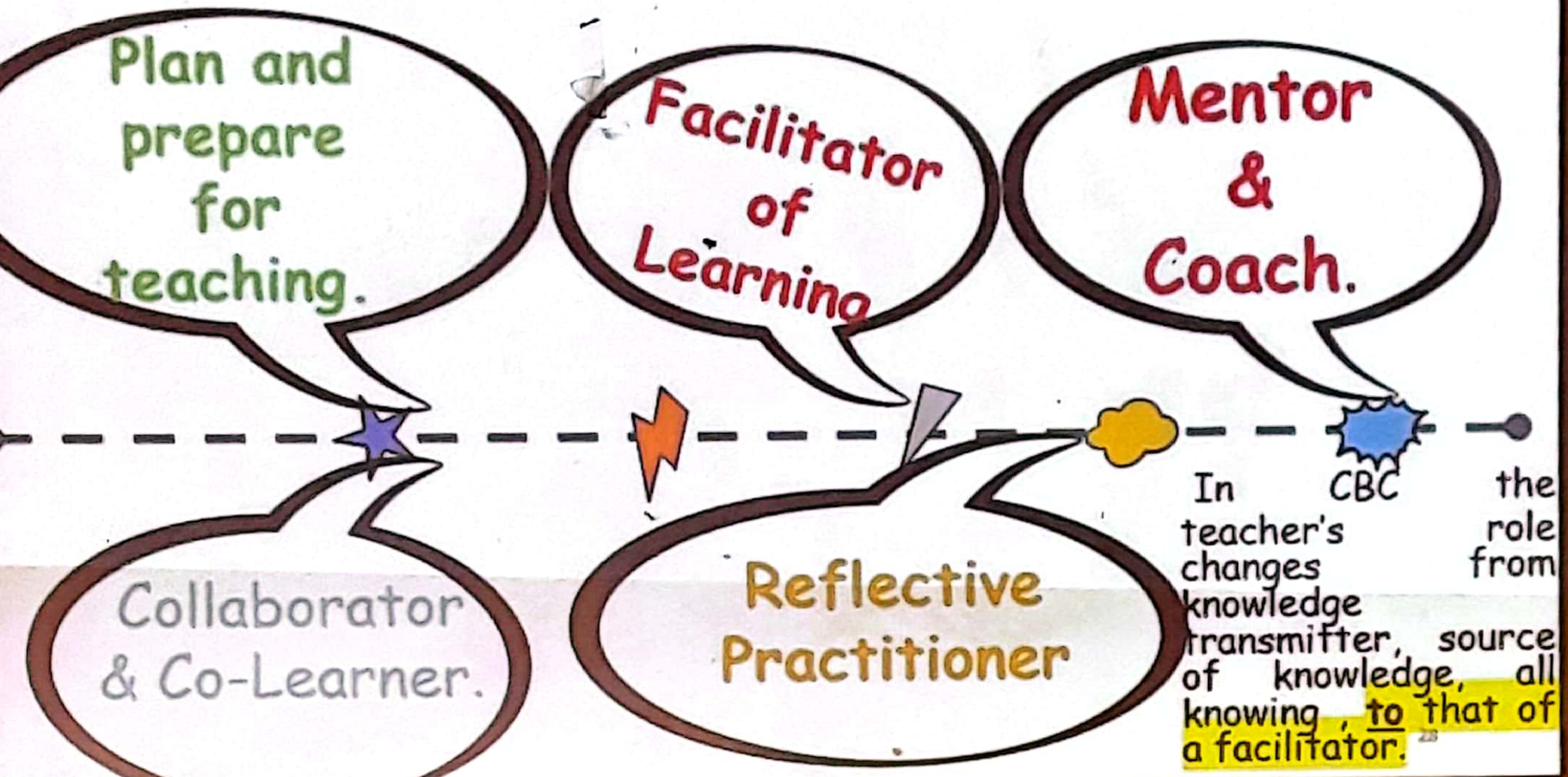
Facilitator
of
Learning

Mentor
&
Coach.

Collaborator
& Co-Learner.

Reflective
Practitioner

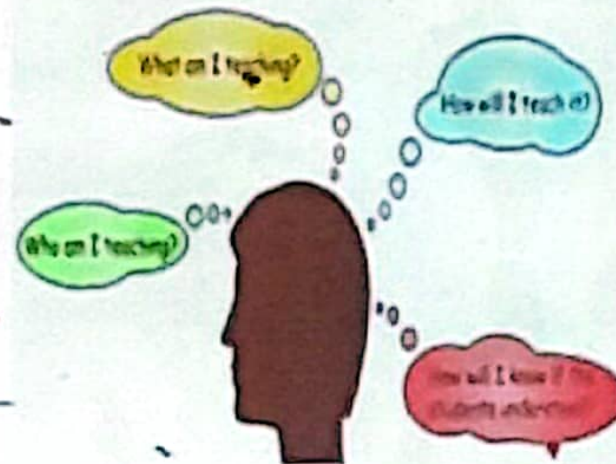
Teacher's role in CBC



QUESTIONS TO ANSWER WHEN PLANNING A LESSON

How do I enrich learning the lesson content & make it relevant using the local **CONTEXT**?

How do I strengthen students' learning during the lesson to make it relevant & **PRACTICAL**?

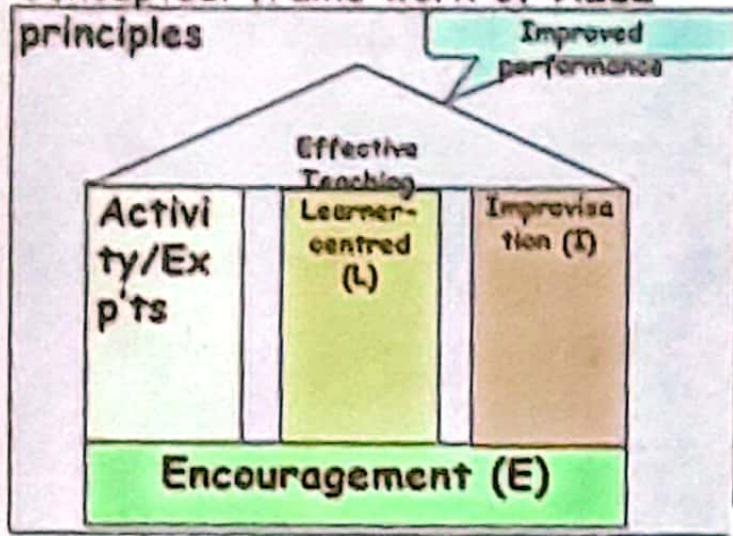


How do I use the lesson content to help students strengthen their different personal **COMPETENCIES**?

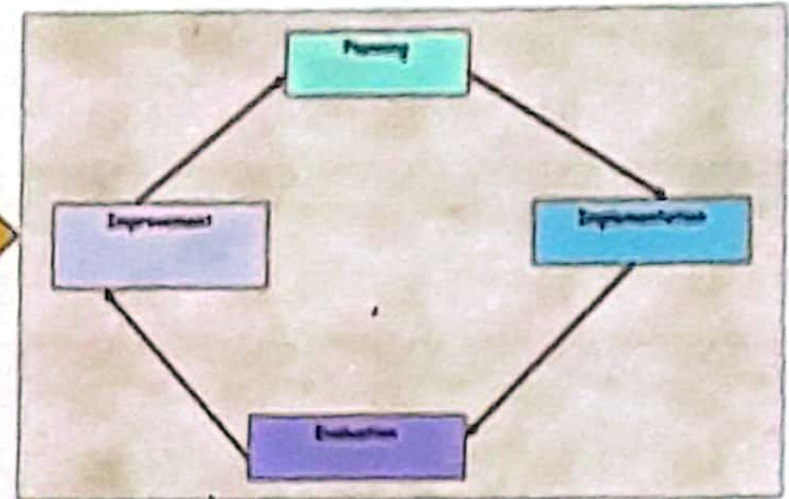
How do I know if the learners have **LEARNED**?

LINKAGE OF ALEI-PIEI PRINCIPLES & CBC

Conceptual frame work of ALEI principles



Conceptual Framework of PIEI Cycle



CONCLUSION - PBL IN CBC

PBL is one of the important methods in CBC.

To attain the DEAA, the activity should have a problem that allow the learners to DEAA

RECAP

PROBLEM STATEMENT

PROBLEM

GUIDING QUESTIONS

Q1

Q2

Q3

Q4

S₁

S₂

S₃

S₄

S₅

TEACHING AND LEARNING
PROCESS

HOW DO WE
TURN THESE
SOLUTIONS INTO
USEFUL
PRODUCTS?

RECAP & LINKAGE

PROBLEM STATEMENT

PROBLEM

GUIDING QUESTIONS

Q1

Q2

Q3

Q4

S₁

S₂

S₃

S₄

S₅

PRJ₁

PRJ₂

PRJ₃

PRJ₄

HOW DO WE
TURN THESE
SOLUTIONS INTO
USEFUL
PRODUCTS?

TEACHING AND LEARNING
PROCESS

EXPERIENCES

1. What successes have you registered in project work?
2. Any challenges?
3. How have you overcome/mitigated the challenges?

RECAP

LESSON
ACTIVITY

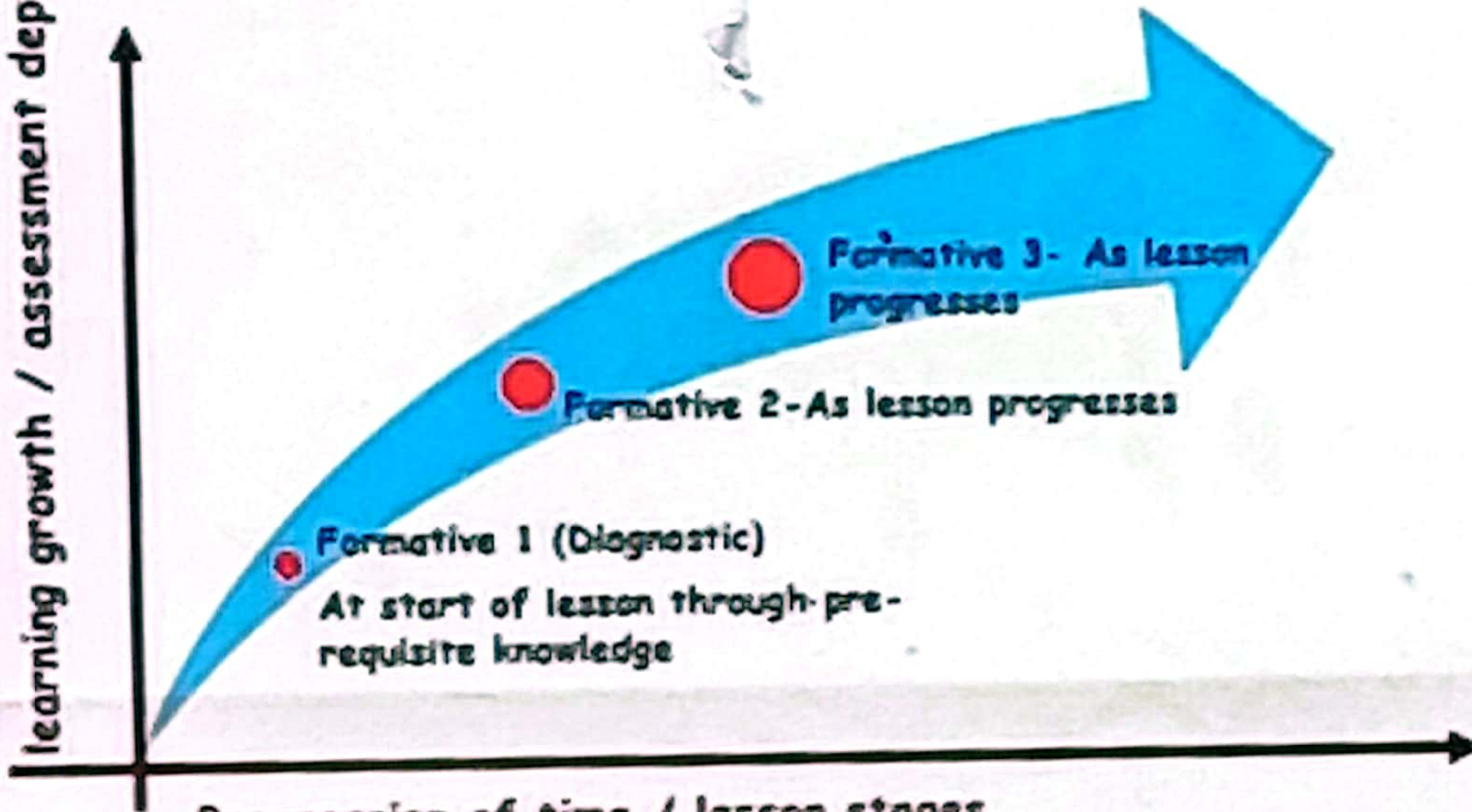
Project
Work

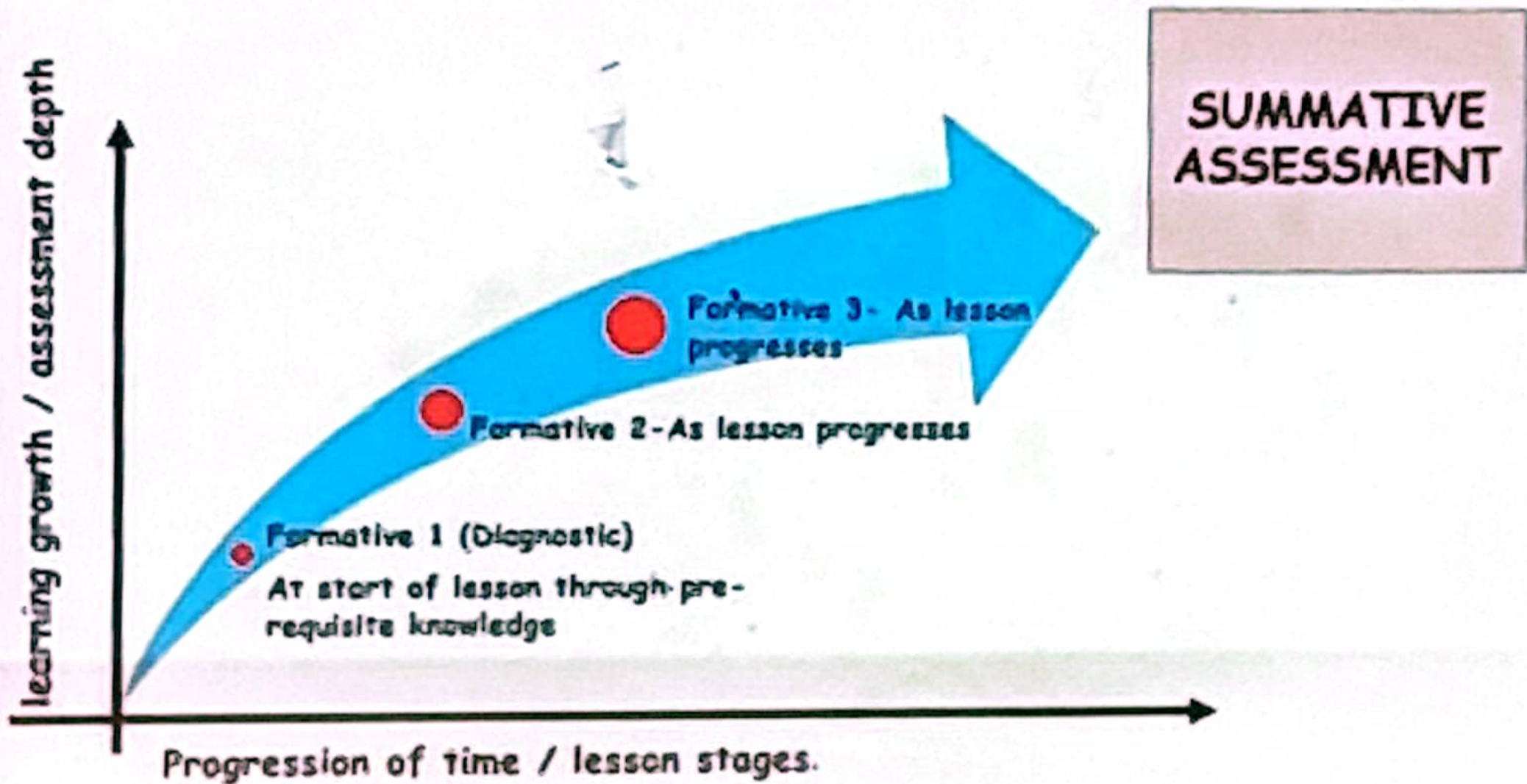
CAI

AoI

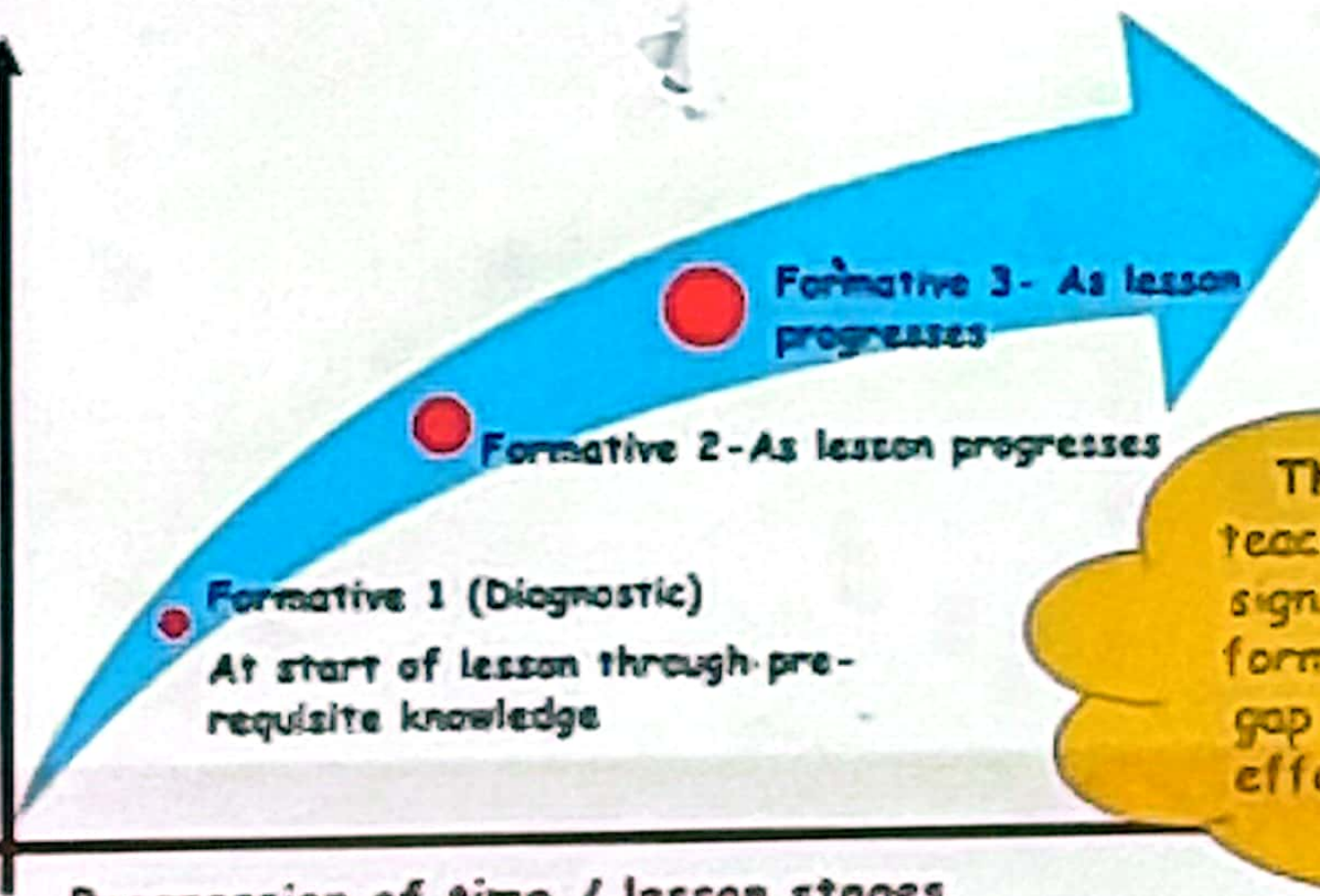
EoYI

learning growth / assessment depth





learning growth / assessment depth



Progression of time / lesson stages.

**SUMMATIVE
ASSESSMENT**

The interconnected nature of teaching, learning, and assessment signifies a continuous flow, where formative assessments bridge the gap from diagnostic evaluation to effective summative assessment.

TASK 1-Plenary

How have you been developing the end of year items?



TASK 2



- In your subject groups, using the three steps (content framework, test framework, and item specification), develop an assessment item for end of year S.2
- Develop a scoring guide for the item.

Present your work to the plenary

FOCUS OF THE TRAINING



PBL in CBC



CBC and its pedagogical implications.



How do we realize achievement in CBC.

FOCUS OF THE TRAINING



PBL in CBC



CBC and its pedagogical implications.



How do we realize achievement in CBC.



Actualization of CPD

REBRANDING SARB INITIATIVES AS A TOOL FOR TEACHER PROFESSIONAL DEVELOPMENT

WAKISO- KALANGALA REGION INSET 2025

4 days of training

- Problem-Based Learning (PBL)
- Project-based Learning
- Recap of (EoY) Assessment

Constructivist Teaching Approach

- Collaboration
- Exploration
- Reflection
- Articulation

Constructivist Learning Environment

Goal of teaching

- Create interest in Mathematics & science and interest in learning Mathematics & science.
- Scientific reasoning
- Understanding complex systems of Mathematics & science products.
- Gain practical skills
- Understanding the nature of Mathematics & science
- Mastery of subject

What does SARB mean?
Why was it introduced in our schools?

- SARB means "SESEMAT Activity Regional Based".
- In 2013, SESEMAT launched four (4) SARB initiatives, including:
 - ① Lesson Study
 - ② Lesson Observation
 - ③ Lesson Planning
 - ④ Assessment by Testing and Remedial Lessons
- The purpose of SARB was to support the continuity of professional development of teachers while in schools (working stations).
- In our region, we adopted/picked on Lesson Study as SARB initiatives

EXPECTATIONS & CHALLENGES DRAWN FROM PARTICIPANTS AT WAKISO-KALANGALA INSET-2025

- More knowledge, skills and values as regards teaching
- Knowledge about assessment
- Developing of scenarios
- Planning for lessons
- Learner participation in a lesson
- Interpreting scenarios
- Managing large classes

Through Lesson study, we
can fix some of these
challenges

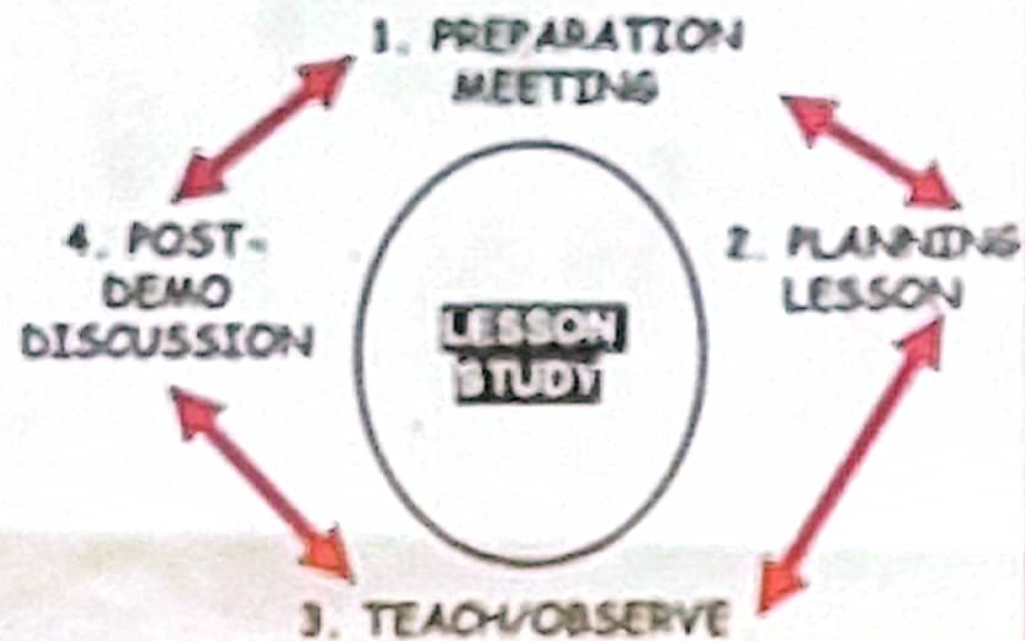
What happens in the lesson study dialogue?

In lesson study, teachers socially interact and talk about their practices.

Teachers analyze lessons focusing on both how teachers teach and how children learn.

They critique the practice issues that impact or affect learning.

PROCESS OF IMPLEMENTING LESSON STUDY



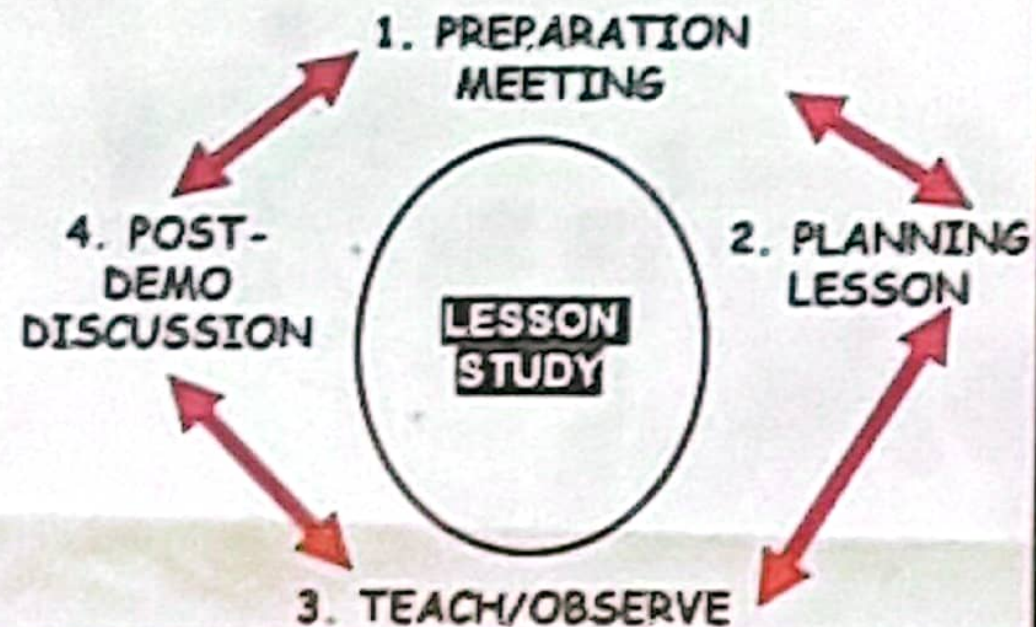
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Teachers analyze lessons focusing on both how teachers teach and how children learn.

They critique the practice issues that impact or affect learning.

PROCESS OF IMPLEMENTING LESSON STUDY



Different models of Lesson Study

- There are different models of lesson study depending on the context and purpose.

For example, they include;

- School-based Lesson study,
- Subject-specific Lesson study,
- School Cluster Lesson Study, and
- International Lesson Study

The gaps in the current implementation of lesson study are;

- Not all schools adopted lesson study

Tends to focus on ;

- only subject content despite changes in the curriculum.
- teaching rather than learning
- one lesson cycle rather than multiple cycle of lessons

Action that has been taken

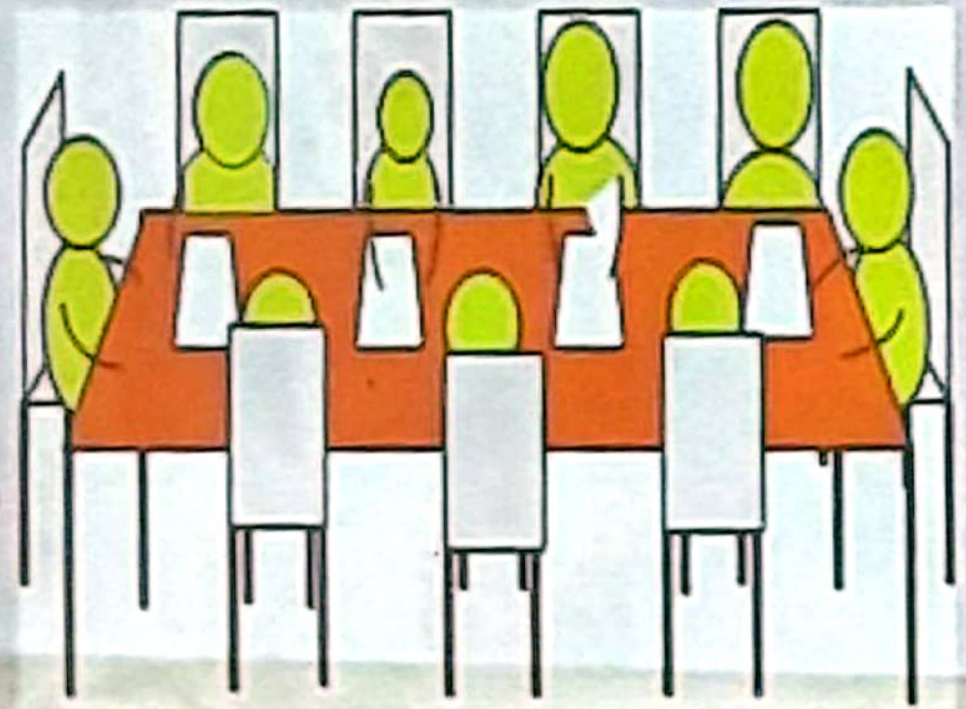
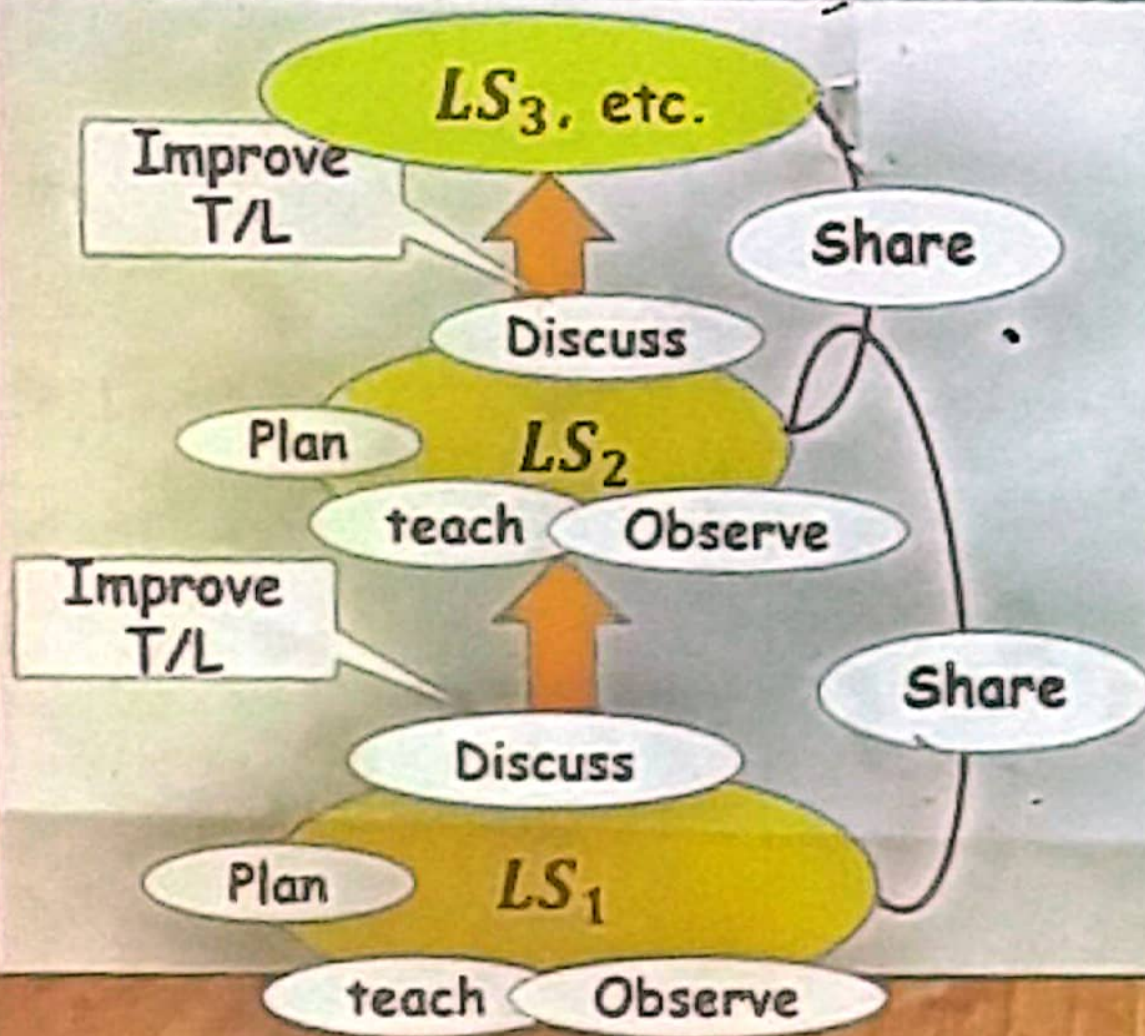
Wakiso-Kalangala region has
rebranded the SARB into
Reflective Lesson Study

Reflective Lesson Study (RLS) is a professional development approach for teachers that combines lesson study with reflective practices to improve teaching and learning.

The Key Components:

1. Lesson Study: A collaborative and structured process where teachers plan, teach, observe, and refine a lesson together.
2. Reflective Practices: Systematic and intentional reflection on teaching practices, student learning, and the lesson study process.

Lesson study is a tool for collaboration to improve T/L.



TEACHER'S ROLE IN REFLECTIVE LESSON STUDY

01- Prepare co-inquiry lessons

1. Collaborative planning; setting specific learning outcomes
2. Developing research questions: Formulate research questions to guide the lesson study, focusing on student learning and teaching practices.

02: Collaborative Teacher & Observe

1. One teacher delivers the lesson while colleagues observe.
2. Teachers observe student behavior, engagement, and learning during the lesson.
3. Teachers gather data on student learning outcomes, teaching practices, and classroom environment.

TEACHER'S ROLE IN REFLECTIVE LESSON STUDY

03: discussion: REFLECTION ON THE PRACTICES

Teachers:


1. Reflect on their own teaching practices, identifying strengths, weaknesses, and areas for improvement.
2. Examine student learning outcomes, discussing successes and challenges.
3. Identify areas for improvement, refining their teaching practices and lesson plans.

04: Collaboration and Sharing

Teachers:

1. Share their findings, insights, and reflections with colleagues.
2. Work together to address challenges, sharing expertise and experiences.
3. Share effective teaching strategies and practices with colleagues, promoting a culture of collaboration and continuous improvement.

REFLECTIVE PRACTICE REPORTS



hhhhhhhhhh
hhhhhhhhhh
hhhhhhhhhh
hhhhhhhhhh
hhhhhhhhhh

- Writing reflective practice reports is essential for teachers to reflect on how learners respond to his/her lessons; successes & challenges .
- It is also a key reference in preparing assessment items and following up on the completeness of students' ideas.
- Teachers refer to the findings to contribute meaningfully to the community of practice.

Community of Practice

Communities of Practice (CoP) are collaborative groups where individuals share a common interest or passion, learning from each other through regular interaction (Etienne Wenger and Jean Lave)

Who are the collaborators in lesson study & CoPs?

MoES

SESEMAT
NCDC
UNEB
DES
Universities
Teacher
Colleges

SESEMAT
Regions

RTs,
Trainer of
Trainers
(UNEB, NCDC)
etc.

Schools

Teachers
from
different
schools in a
region

Departments

Different
departments,
e.g.,
Physics,
History,
Biology,
English

WAYFORWARD for Wakiso-Kalangala region

RMC together with headteachers have agreed to:

- Conduct Open lesson study in different zones in June
- Technical support visit to schools by RTs
- Science and Maths teachers to conduct reflective lesson study at school

Thank you for listening

- *Looking forward to seeing you
implement Reflective Lesson
Study*