

# TOP SCHOOLS IN UNEB NLSC 2024

| Rank | Centre Name                            | As    | Bs    | Cs  | Ds |
|------|----------------------------------------|-------|-------|-----|----|
| 1    | UGANDA MARTYRS S S NAMUGONGO           | 2,175 | 1,948 | 166 | 2  |
| 2    | ST.JOSEPH'S SECONDARY SCHOOL,NAGGALAMA | 1,820 | 1,430 | 98  | 0  |
| 3    | SEETA HIGH SCHOOL                      | 1,560 | 653   | 45  | 1  |
| 4    | ST.MARY'S COLLEGE,KISUBI               | 1,321 | 1,915 | 344 | 11 |
| 5    | SEETA HIGH SCHOOL,MUKONO               | 971   | 1,227 | 150 | 1  |
| 6    | ST.MARY'S SECONDARY SCHOOL,KITENDE     | 946   | 2,833 | 686 | 26 |

# Top Performing Schools In Csec 2013

**Ian Marshall, Grace-Anne  
Jackman, Denise E. Armstrong**



## **Top Performing Schools In Csec 2013:**

**Successful School Leadership** Petros Pashiardis, Olof Johansson, 2016-02-25 Successful School Leadership identifies the characteristics behaviours and practices of successful and effective school leaders through the adoption of a systemic view of the quality of school organizations Edited by Petros Pashiardis and Olof Johansson chapters explore the similarities and differences between successful and effective school leaders and across various socioeconomic contexts Capitalizing on the experiences of the international contributor team this book will inform the preparation and further development provided to school leaders in an era where ministries of education universities and multinational organisations such as the OECD are increasingly interested in the leadership of our schools Systematic analyses of multi perspective data provided from around the world and offers the readers a comprehensive picture of the key behaviours and practices central to successful and effective school leadership An original contribution to the theoretical perspectives on the subject is derived through insights from empirical research case studies and bibliographical literature from the field Transformative Pedagogical Perspectives on Home Language Use in Classrooms Jules, Janice E., Belgrave, Korah L., 2020-09-25 Linguists researchers and other practitioners in language education acknowledge that the resolution of language problems associated with breaking down language and cultural barriers that hinder the growth of learners self identities and national identities is ongoing In fact even with decades of research in home language use in the classroom there are still classrooms worldwide where learners are deprived of the opportunity of building their self esteem confidence and autonomy by communicating with their native language The global nature of communication requires speakers to use all the languages in their repertoire effectively thus reinforcing the need to encourage home language use in classrooms Transformative Pedagogical Perspectives on Home Language Use in Classrooms is a cutting edge research publication on the effective use of home language in the classroom that emphasizes the significance of this activity to the success of the overall language development of the learner Particular attention is given to transformative pedagogy and the provision of valuable insights into how the teacher can guide and assist learners in the development of critical thinking skills In addition the book provides content that enables practitioners in language education and parents to explore their roles in assisting children in breaking down the language and cultural barriers that hinder the growth of their self identity and national identity Highlighting topics such as engineering education cultural responsiveness and transformative pedagogy this book is essential for linguists academicians education professionals curriculum designers policymakers administrators instructional designers researchers and students **Education in the Commonwealth Caribbean and Netherlands Antilles** Emel Thomas, 2014-05-08 Education in the Commonwealth Caribbean and Netherlands Antilles provides a contemporary survey of education development and key educational issues in the region The chapters cover Anguilla Antigua and Barbuda the Bahamas Barbados Belize Bermuda the British Virgin Islands the Cayman Islands Dominica Grenada Guyana Jamaica the Netherlands Antilles Aruba Bonaire Curacao Saba Saint

Eustatius and Saint Maarten Montserrat Saint Kitts and Nevis Saint Lucia Saint Vincent and the Grenadines Surinam Trinidad and Tobago and the Turks and Caicos Islands The book includes discussions of the impact of local regional and global occurrences including social political and geographical events on education systems and schooling in the region As a whole the book provides a comprehensive reference resource for contemporary education policies in the Caribbean and explores some of the problems these countries face during the process of development It is an essential reference for researchers scholars international agencies and policy makers at all levels     *Equitable Education for Marginalized Youth in Latin America and the Caribbean* Stacey N. J. Blackman, 2022-09-02 This edited volume examines the thrust toward equity in education for marginalized and out of school youth as well as youth with disabilities in countries located in the Global South Using a critical cross cultural lens to interrogate the historical empirical and theoretical discourses associated with achieving UNESCO's equity in education agenda the book showcases the work of scholars from developed and developing nations in examining inclusive education Drawing attention to the nature impact and effects of marginalization the book ultimately demonstrates the ability of education systems in the Global South to be innovative and agile despite current resource challenges This text will benefit scholars academics and students in the fields of international and comparative education education policy and inclusion and special educational needs education more broadly Those involved with Caribbean and Latin American studies the sociology of education and diaspora studies in general will also benefit from this volume     The Early Years of Leadership Ian Marshall, Grace-Anne Jackman, Denise E. Armstrong, 2022-07-01 The Early Years of Leadership The Journey Begins is distinctive for many reasons chief among which is a strong commitment to honoring practitioners stories and empirical research The chapters in this volume also represent the work of scholars and school practitioners from the global north and south The fusion of diverse international perspectives allows for greater identification of local and global commonalities and trends that would provide aspiring and novice school principals with practical information and strategies for their development These include strategies for helping them to find their internal motivation and a roadmap to develop leadership philosophies and negotiate common leadership pitfalls within and outside of the school community This book is intended for use by aspiring and incumbent school administrators and students enrolled in educational leadership and administration courses Each chapter offers an overview of the specific area of focus and concludes with reflective activities and questions for discussion It can therefore be used as a companion reader for administrators as well as a teaching tool by universities and other professional development programs ENDORSEMENTS As an educational leader spanning almost three decades I find The Early Years of Leadership The Journey Begins a delightful must read for both the seasoned and up and coming educational leader whose objective is a successful career at leading in a changing and challenging educational environment I commend the Editorial Team for providing a guidebook for managing challenges faced by novice leaders suggestions for crafting a leadership philosophy and advice on how to negotiate micro politics and challenges in schools

Those involved in leadership training and principal preparation would also find this a useful text since it includes vignettes and reflection questions that are sure to generate robust discussion and facilitate the deconstruction of key leadership concepts Abel Adekola Wilkes University The stories of the leaders throughout this book demonstrate that leadership is a journey While there is no predetermined timeline the pace of progress can be influenced by one's participation in reflective practice engagement in a community of practice and the availability of ongoing professional development By providing them with the insight and information needed to understand better the vital role leaders play in fostering school success The Early Years of Leadership The Journey Begins can assist administrators with the necessary knowledge and guidance to create leaders of learning that can respond to the increasing societal challenges our schools face Camille Rutherford Brock University

**Education and the UN Sustainable Development Goals** Kim Beasy, Caroline Smith, Jane Watson, 2023-11-02 This book focuses on the complex relationship between education and the Sustainable Development Goals SDGs and highlights how important context is for both critiquing and achieving the Goals though education given the critical role teachers schools and curriculum play in young people's lives Readers will find examples of thinking and practice across the spectrum of education and training sectors both formal and informal The book adds to the increasing body of literature that recognises that education is and must be in its praxis at the heart of all the SDGs As we enter the third decade of the 21st century we have a clear understanding of the wicked and complex crises regarding the health of life on our planet and we cannot ignore the high levels of anxiety our young people are experiencing about their future Continuing in the direction of unsustainable exploitation of people and nature is no longer an option if life is to have a flourishing future The book illustrates how SDGs are supported in and by education and training showcasing the conditions necessary to ensure SDGs are fore-fronted in policy reform It includes real world examples of SDGs in education and training contexts as well as novel critiques of the SDGs in regard to their privileging of anthropocentrism and neoliberalism This book is beneficial to academics researchers post graduate and tertiary students from all fields relating to education and training It is also of interest to policy developers from across disciplines and government agencies who are interested in how the SDGs relate to education

**Issues in Career, Technical and Vocational Education and Training** Halden A. Morris, 2015-12-15 Can Career Technical and Vocational Education and Training CTVET serve as a tool for poverty alleviation and solve economic problems for nations CTVET include a wide range of learning experiences which are relevant to the world of work and which may occur in a variety of learning contexts including educational institutions and the workplace These include learning designed to develop the skills for practicing particular occupations and careers as well as learning designed to prepare for entry or re entry into the world of work in general Adopted from Morris 2015 and UNESCO 2006 Global Perspectives on Issues and Solutions in Urban Education Petra A. Robinson, Ayana Allen-Handy, Amber Bryant, Chance W. Lewis, 2019-03-01 In 2014 The Urban Education Collaborative at the University of North Carolina at Charlotte hosted its first biennial

International Conference on Urban Education ICUE in Montego Bay Jamaica In 2016 the second hosting of the conference took place in San Juan Puerto Rico Additionally in 2018 the third hosting of the conference took place in Nassau Bahamas These solution focused conferences brought together students teachers scholars public sector and business professionals as well as others from around the world to present their research and best practices on various topics pertaining to urban education With ICUE s inspiration this book is a response to the growing need to highlight the multifaceted aspects of urban education particularly focusing on common issues and solutions in urban environments e g family and community engagement student academic achievement teacher preparation and professional development targeted instructional and disciplinary interventions opportunity gaps culturally relevant and sustaining practices etc Additionally with this book we seek to better understand the challenges facing urban educators and students and to offer progressive initiatives toward resolutions This unique compilation of work is organized under four major themes all targeted at critically addressing concerns that may inhibit the success of urban learners and providing solutions that have implications for curriculum design development and delivery teacher preparation and teaching diverse populations career readiness and employment and even more nuanced issues related to foster care undocumented students and mental health sustainable consumption childhood marriage food deserts and marine life and urban communities

*Effects of Government Mandates and Policies on Public Education in Africa, the Caribbean, and the Middle East* Cynthia S Sunal, Oluseyi Matthew Odebiyi, Kagendo Mutua, 2022-06-01

As the demand for education at all levels has increased so have the models of meeting these increased demands for education As in many other parts of the world public education has expanded to serve large populations across the regions of Africa the Caribbean and the Middle East Many nations in these regions have instituted mandates policies and frameworks intended to simultaneously increase access to public education opportunities as well as improve the quality of education provided and to address a wide populace Because the increase in educational demand has occurred at all levels these efforts often address various levels of education from early childhood through primary schooling junior secondary and secondary schooling and into tertiary education Efforts also have been made to increase participation in education by marginalized and or special populations The range of efforts is large with some focusing on involving migrants immigrants refugees in primary education while others aim at opening up choices at the university level Recently nations in the region have recognized the possibilities of digital learning online learning as cell phones and other widely used portable wireless devices have made it possible to sell the idea that one can learn from anywhere at any time This widespread access to technology has made it possible for governments as well as private entities to expand learning opportunities even to populations previously unreached or to address difficult to reach sectors of the population At the same time the population itself has not only increased in numbers but in diversity Maintaining quality through digital and other means of quick expansion of educational opportunities continues to be challenging if not problematic Effects of Government Mandates and

Policies on Public Education in Africa the Caribbean and the Middle East is Book IX of the series Research on Education in Africa the Caribbean and the Middle East Chapters document describe and or raise critical issues and or questions resulting from government policies mandates and frameworks intended to make available public education to an ever growing populace while at the same time being mindful of improving quality of education being availed to an increasingly diverse populace

School Leadership in the Caribbean Paul Miller, 2013-05-06 Successful school leadership is an issue currently being debated up and down Caribbean territories Key issues in the ongoing debate include students outcomes and participation in the regional Caribbean Secondary Examinations CSEC teacher recruitment and retention teacher training and continuing professional development upgrading and parental involvement These issues point to leadership at various levels whether in its exercise or in its influence and are examined within and across national and regional education systems Particular attention is given to debates around improving outcomes for students teacher development and the role of the principal in leading school improvement A source of debate about practice of school leadership in the Caribbean surrounds the issue of gender Where are men in teaching Where are men in leadership positions and positions of responsibility Unlike in some countries where for example men tend to hold more leadership positions than women especially at the secondary phase of education in the Caribbean this is not the case there are more female teachers at every level and more female teachers occupy leadership positions at every level Within this book gendered leadership as practised and enacted in the Caribbean is examined from religious social historical and political positions pointing to a clear political dichotomy There is no unitary definition of what can count as school leadership in the Caribbean despite clear similarities of practices and approaches What this volume argues however is that within the Caribbean region there are many similarities of experience for the practice and exercise of school leadership which draw on a common framework of teacher training a common language and a common socio political history that existed well before the formation of CARICOM through British colonisation This book does not dwell on the period of British colonisation but discusses the extent to which this period in Caribbean history has influenced the practice of school leadership today most notably in areas such as curricular and teacher training models Education in emergency situations such teaching and learning in severe weather conditions such as hurricanes is also spotlighted As a whole the themes in this edited volume proffer an evidence based approach to contemporary issues in school leadership in the Caribbean and extend the current literature in the field

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