

Part Time In-Service QTS Programme CPD Implementation Guidance

South Sudan



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1. Overview of New Teacher Training Programmes in South Sudan

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There are two important new teacher training programmes leading to Qualified Teacher Status (QTS) that have been recently developed in South Sudan. These are:

1	Pre-Service Certificate for Pre-Primary and Primary School teachers. This is a 2-year full-time programme with an option for a third year.	A 2-Year programme leading to qualified teacher status (QTS) run by the Teacher Training Institutes (TTIs). In the second year, students can specialise in either Pre-Primary and Lower Primary or in Upper Primary. There is an optional third year leading to a Diploma in Education.
2	An In-Service route to qualified teacher status for unqualified serving Primary teachers. This is a part-time programme to be taken over two years.	A 3-part programme built around a 40-day taught element that covers key aspects of the Pre-Service Certificate. The other two parts are specialist subject study and classroom practice. Candidates must show proficiency in English and subject knowledge, or take access courses, in order to take part.

“Pre-Service” refers to a programme that takes place before someone starts teaching, mostly in Teacher Training Institutions.

“In-Service” refers to a programme that takes place whilst someone is already teaching. This is sometime called Continuing Professional Development (CPD) and can either take place in school holidays or teachers can be given time off from teaching duties in order to attend courses.

Pre-Service training for Secondary School Teachers

The training of secondary school teachers is run by Juba University and is the responsibility of the Ministry of Higher Education. At the moment the syllabus for this course has not been revised to bring it in line with the new school curriculum.

Other CPD Programmes

A wide range of short courses has been developed for Pre-Primary, Primary and Secondary School teachers. These focus on aspects of the new curriculum, using the new textbooks, assessment, leadership and management.

The Pre-service Teacher Training Programme for Primary and ECD Teachers

Certificate Programme

The programme outline is set out below. Year 1 is common to all students. In Year 2, students will select either Pre-Primary/Lower Primary or Upper Primary. The specialisation is required because Pre-Primary (or ECD) and Lower Primary are taught in a local language and teachers generally teach all subjects to the same class, whilst Upper Primary is taught in English and teachers usually specialise in one subject.

Pre-Service Certificate Programme Year 1									
Pre-Primary/Lower-Primary and Upper Primary									
Professional Studies Courses									Personal Studies course
1. How children learn	2. Teaching and learning	3. Classroom management	4. Language development	5. Curriculum expectations	7. Learning Areas and Subjects	8. Inclusion	9. Assessment	10. Role of the teacher	

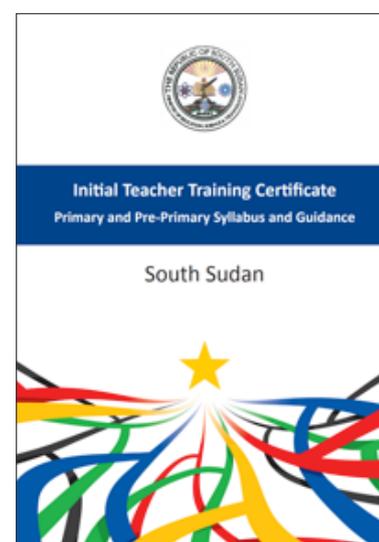
Pre-Service Certificate Programme Year 2									
Pre-Primary/Lower-Primary									
Professional Studies Courses									Personal Studies course
1. How children learn	2. Teaching and learning	3. Classroom management	4. Language development	5. Curriculum expectations	6. Learning Areas and Subjects	7. Inclusion	8. Assessment	9. Role of the teacher	

Pre-Service Certificate Programme Year 2									
Upper Primary									
Professional Studies Courses									Personal Studies course
1. How children learn	2. Teaching and learning	3. Classroom management	4. Language development	5. Curriculum expectations	6. Subjects	7. Inclusion	8. Assessment	9. Role of the teacher	

All courses are split into a number of modules. Although the Programme titles in Year 2 are the same for Pre-Primary/Lower Primary and Upper Primary, the modules are different and focus on different aspects of the topic.

Detailed syllabuses have been developed for all modules and a **Guidance Booklet** have been developed.

Year 2 modules that have the same title as Year 1 modules have different content because they are either: in greater depth; explored in a different context; offer a broader knowledge base; offer more opportunities for broader exploration. In Year 2, modules covered under 'Learning areas and Subjects' are given proportionately more time than other modules to accommodate the need for substantial subject knowledge. Themes that feature in other courses are integrated throughout these subject modules.



Diploma Programme

The programme for the optional third year leading to a Diploma has been planned in outline only:

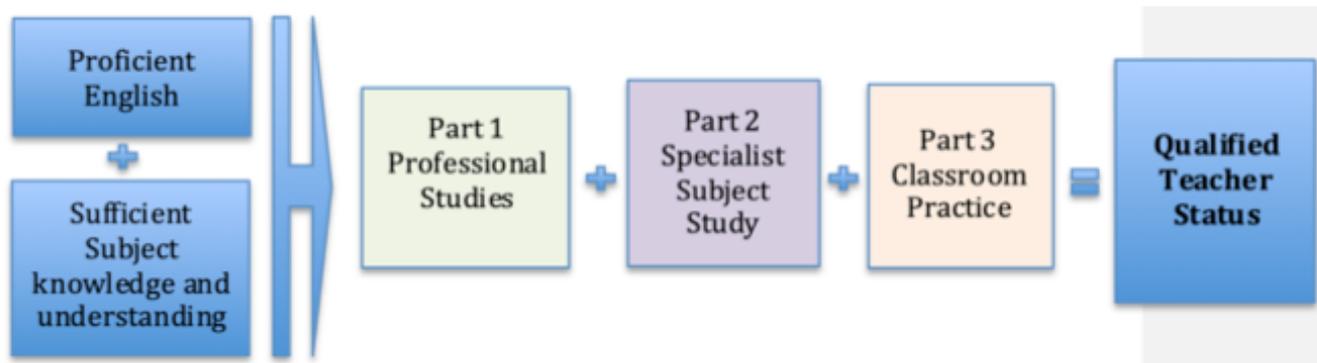
Pre-Service Training Diploma Programme									
Professional Studies									Personal Studies
Learning theory and psychology	Teaching strategies	Language development	Inclusion	Assessment	Leadership and management	Comparative education	Curriculum design	Elective studies	
Psychology and sociology of learning – with a focus on young children	The art and science of teaching (pedagogy)	How do young children learn to speak, listen, read and write?	A focus on inclusion, special educational needs and gender equity	How do we find out if children of achieved the learning outcomes?	How schools are run and managed	How do other countries organize education?	How learning programmes courses and syllabuses are constructed	A chance to specialize in one area	Units to promote personal development & own education

2. The In-Service, part-time route to Qualified Teacher Status (QTS). A Continuous Professional Development (CPD) Programme.

2

Because there are many unqualified teachers in South Sudanese Primary Schools at the moment, an In-Service (CPD) programme has been developed that will enable them to obtain Qualified Teacher Status. This 40-day taught programme can be taken in eight separate 1-week courses over two years.

The programme has additional elements of personal study and professional practice. It is a condensed, part-time version of the full-time 2-year Certificate Programme. The route can be set out in the diagram below:



The three parts are:

Part 1	Professional Studies	40 Days (8 x 5 days)	8 Credits
Part 2	Specialist subject study	10 Days (5 days taught plus 5 days personal study)	2 Credits
Part 3	Classroom practice	10 Days (equivalent)	2 Credits

The Professional Studies Course will cover the key parts of the Pre-Service Certificate Course. This will be condensed and divided into a number of modules. Each module will give the teachers something to implement in the classroom and evaluate, with support, before the next module is started.

The Specialist subject study will enable the teacher to develop a specialism in a subject area, in a particular aspect of pedagogy or in the ECD. It will equate to the 'Personal Study' element of the Full-Time Certificate Course.

The Classroom practice element will involve the teacher in planning, preparing, implementing and evaluating an aspect of the course in their classroom or school. This will give the opportunity for their teaching to be assessed, and this is a key factor in awarding QTS.

Unqualified teachers entering the Part-Time QTS Programme are required to have either:

- Successfully completed their own primary education or to have completed a subject proficiency assessment that will determine whether a designated access course is needed.
- Successfully completed an English Proficiency assessment. This will determine whether the applicant can progress straight to the course or needs to take an Intensive English Course before starting.

Specially trained Tutors will facilitate the Professional Studies Course and the Specialist Subject Study. The tutors will also be involved in overseeing the classroom practice, and assessing the participants' performance.

2a. The nature of the Part-time QTS Programme

An important feature of the programme is that it involves more than participants attending workshops or lectures for a week at a time. Each course is built around professional activities that participants will carry out in their own schools, and so the focus is on the practical application of the theory within the classroom situation. Tutors must have a good understanding of the sort of high-quality classroom practice that is needed within the new South Sudan Curriculum as well as the Professional Standards for Teachers, and be able to suggest the sorts of learning activities that are necessary.

Participants will need support in implementing the professional activities in the schools. Attending the courses will not be sufficient in itself. It is the implementation in the classroom of the ideas gained on the courses that is the key part of the programme, and for this the participants will need support.

2b. Supporting teachers on the programme

The key to the success of the programme will be the amount of support that is available to the teachers taking parts (the participants). This support will be provided by:

- Tutors who are specially appointed to run the programme
- Senior staff and other colleagues at the participants' schools
- County Education Centres
- Fellow participants in networks of support

It is therefore important that all these groups are conversant with the programme and with the ways in which they can give support. CEC personnel should be encouraged to attend the Master Tutor training and also some of the courses themselves.

Teaching is a collegiate process within a school, and it is important that this is reflected in the programme. Participants need to be encouraged to work together with fellow participants and with colleagues back in school. This is not cheating, but is good professional practice.

Programme materials, including a recorded narrative for the slides will be made available to CECs and to participating schools so that supporters who are not able to attend a training session can benefit from the course. This will also benefit participants by enabling them to go back over the courses between the sessions.

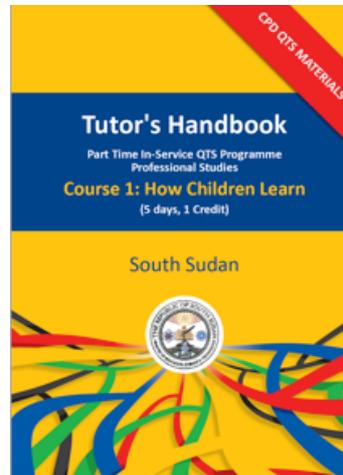
2c. Tutor preparation for programme delivery

For tutors to be well prepared to facilitate the programme and each course they will need more than the face-to-face training offered by consultants. They also need to:

- Make themselves conversant with:
 - The Sudan Sudan Teaching Standards
 - The new National Curriculum and its associated guidance and textbooks
 - The School Assessment Framework and its expectations of schools
- Read and understand the Part-time QTS Programme syllabuses via the background materials and guidance
- Read and understand all the Tutor Handbooks (including all the Background materials) and the Participants' Workbooks
- Go through the PowerPoint slides for each course (all modules) in presentation mode and become familiar with the slide notes
- Read and understand the assessment requirements for the professional studies course, the specialist subject study and for classroom practice.
- Ensure all materials are available for the course – listed at the start of each module.

2d. Summary of the Programme Structure

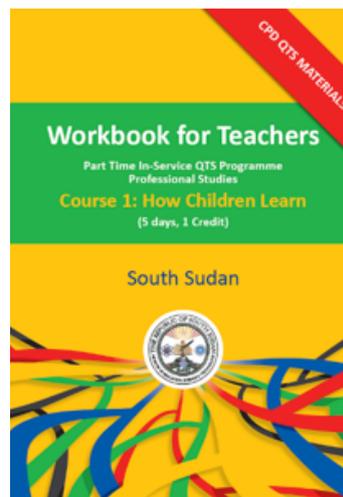
- Key features of QTS Programme
 - Theory in the context of practice
 - Focus on the classroom
 - Between course tasks
 - Assessment by presentation
- The approach:
 - Modelling good practice
 - Teachers working together – co-operation not competition
 - Paired and group discussions. – not just a lecture
 - Relationship between theory and practice - Learning Theory Course 1 Module 2
 - Working with schools and CECs – a team approach to support
- Assessment
 - Assessment tasks between courses
 - Grading the presentations – the marking rubric
 - Practical classroom work
 - Ongoing assessment of teacher performance and understanding during the course
- Key materials:
 - Tutor's Handbook with notes for PowerPoint slides
 - Workbook for Teachers with activity pages
 - Key messages and background information for Teachers and Tutors
 - Digital PowerPoint Slides for projection
 - PowerPoint Slides as Handouts to share amongst teachers
 - Between-course activities for teachers



There is one Tutor's Handbook for each of the eight courses.

Each Course lasts 5 days with 5 modules.

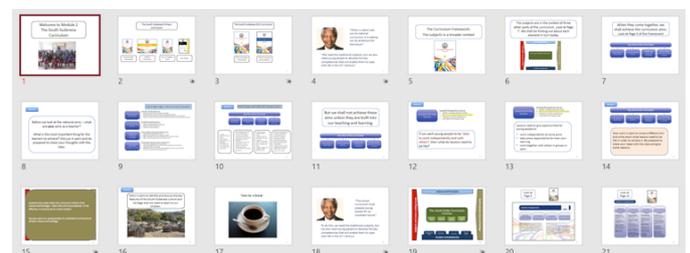
Each Handbook contains background information, a PowerPoint script and spaces for notes.



There is one Workbook for Teachers for each of the eight courses.

Each workbook matches the Tutor's Handbook.

Each Workbook contains background information, spaces for activities & blank pages for notes.



Each module has a set of approximately 40 PowerPoint slides.

These slides are collated into handouts also and will include an audio script.

2e. Part 2 and Part 3 Proposed Specialist Subject Study Course

Course Outline	
10 Days plus private study	2 Credits
This module gives students the opportunity to choose two subjects or ECD Learning Areas to study in more depth	
Learning outcomes	
<p><i>By the end of the module, teachers will:</i></p> <ul style="list-style-type: none"> • Have gained a deeper understanding of the subjects or Areas of Learning studied • Be better able to teach these subjects • Be able to provide a subject lead within a school 	
For each subject:	
<p>Students will choose two subjects or ECD Areas of Learning. For each subject or Area, they will work individually or in pairs to:</p> <ul style="list-style-type: none"> • Familiarise themselves with the syllabuses and textbooks from Primary 1 to Secondary 4. (In the case of an ECD Area of Learning, they will study the ECD syllabus and Guidance and also study the equivalent subjects from Primary 1 to Secondary 4) • Familiarise themselves with the P8 and S4 examinations for that subject • Study some materials related to the subject or Area from another country • Plan a series of learning and assessment activities for the subject or Area 	

Proposed Teaching Practice Course

Course Outline	
10 Days equivalent	2 Credits
This module gives students the opportunity put into practice what they have learned in the Professional Studies and Specialist Subject courses. It will also be the opportunity for assessing the teacher's practical competence.	
Learning Outcomes	
<p><i>In their teaching practice, teachers will demonstrate that:</i></p> <ul style="list-style-type: none"> • They have understand the key messages of the Professional Studies and Specialist Subject courses • They are able to draw on this to plan a series of lessons according to the precepts of the course • They are able to teach these lessons effectively, engaging learners in practical activities that encourage deep learning and the development of the student competencies • They are able to assess learning and evaluate the effectiveness of their teaching 	
Approach	
<ul style="list-style-type: none"> • The teacher will plan a series of lessons that put into practice the key precepts of the course • They will teach this series of lessons, assessing learning, evaluating the effectiveness. A written report will be submitted. • A sample of the lessons will be observed by independent assessors 	

3. Teacher Education in Context

3

A SUMMARY OF THE UN CONVENTION ON THE RIGHTS OF THE CHILD



ARTICLE 1 (definition of the child)
Everyone under the age of 18 has all the rights in the Convention.

ARTICLE 2 (non-discrimination)
The Convention applies to every child without discrimination, whatever their ethnicity, sex, religion, language, abilities or any other status, whatever they think or say, whatever their family background.

ARTICLE 3 (best interests of the child)
The best interests of the child must be a top priority in all decisions and actions that affect children.

ARTICLE 4 (implementation of the Convention)
Governments must do all they can to make sure every child can enjoy their rights by creating systems and passing laws that promote and protect children's rights.

ARTICLE 5 (parental guidance and a child's evolving capacities)
Governments must respect the rights and responsibilities of parents and carers to provide guidance and direction to their child as they grow up, so that they fully enjoy their rights. This must be done in a way that recognises the child's increasing capacity to make their own choices.

ARTICLE 6 (life, survival and development)
Every child has the right to life. Governments must do all they can to ensure that children survive and develop to their full potential.

ARTICLE 7 (birth registration, name, nationality, care)
Every child has the right to be registered at birth, to have a name and nationality, and, as far as possible, to know and be cared for by their parents.

ARTICLE 8 (protection and preservation of identity)
Every child has the right to an identity. Governments must respect and protect that right, and prevent the child's name, nationality or family relationships from being changed unlawfully.

ARTICLE 9 (separation from parents)
Children must not be separated from their parents against their will unless it is in their best interests (for example, if a parent is hurting or neglecting a child). Children whose parents have separated have the right to stay in contact with both parents, unless this could cause them harm.

ARTICLE 10 (family reunification)
Governments must respond quickly and sympathetically if a child or their parents apply to live together in the same country. If a child's parents live apart in different countries, the child has the right to visit and keep in contact with both of them.

ARTICLE 11 (abduction and non-return of children)
Governments must do everything they can to stop children being taken out of their own country illegally by their parents or other relatives, or being prevented from returning home.

ARTICLE 12 (respect for the views of the child)
Every child has the right to express their views, feelings and wishes in all matters affecting them, and to have their views considered and taken seriously. This right applies at all times, for example during immigration proceedings, housing decisions or the child's day-to-day home life.

ARTICLE 13 (freedom of expression)
Every child must be free to express their thoughts and opinions and to access all kinds of information, as long as it is within the law.

ARTICLE 14 (freedom of thought, belief and religion)
Every child has the right to think and believe what they choose and also to practise their religion, as long as they are not stopping other people from enjoying their rights. Governments must respect the rights and responsibilities of parents to guide their child as they grow up.

ARTICLE 15 (freedom of association)
Every child has the right to meet with other children and to join groups and organisations, as long as this does not stop other people from enjoying their rights.

ARTICLE 16 (right to privacy)
Every child has the right to privacy. The law should protect the child's private, family and home life, including protecting children from unlawful attacks that harm their reputation.

ARTICLE 17 (access to information from the media)
Every child has the right to reliable information from a variety of sources, and governments should encourage the media to provide information that children can understand. Governments must help protect children from materials that could harm them.

ARTICLE 18 (parental responsibilities and state assistance)
Both parents share responsibility for bringing up their child and should always consider what is best for the child. Governments must support parents by creating support services for children and giving parents the help they need to raise their children.

ARTICLE 19 (protection from violence, abuse and neglect)
Governments must do all they can to ensure that children are protected from all forms of violence, abuse, neglect and bad treatment by their parents or anyone else who looks after them.

ARTICLE 20 (children unable to live with their family)
If a child cannot be looked after by their immediate family, the government must give them special protection and assistance. This includes making sure the child is provided with alternative care that is continuous and respects the child's culture, language and religion.

ARTICLE 21 (adoption)
Governments must oversee the process of adoption to make sure it is safe, lawful and that it prioritises children's best interests. Children should only be adopted outside of their country if they cannot be placed with a family in their own country.

ARTICLE 22 (refugee children)
If a child is seeking refuge or has refugee status, governments must provide them with appropriate protection and assistance to help them enjoy all the rights in the Convention. Governments must help refugee children who are separated from their parents to be reunited with them.

ARTICLE 23 (children with a disability)
A child with a disability has the right to live a full and decent life with dignity and, as far as possible, independence and to play an active part in the community. Governments must do all they can to support disabled children and their families.

ARTICLE 24 (health and health services)
Every child has the right to the best possible health. Governments must provide good quality health care, clean water, nutritious food, and a clean environment and education on health and well-being so that children can stay healthy. Richer countries must help poorer countries achieve this.

ARTICLE 25 (review of treatment in care)
If a child has been placed away from home for the purpose of care or protection (for example, with a foster family or in hospital), they have the right to a regular review of their treatment, the way they are cared for and their wider circumstances.

ARTICLE 26 (social security)
Every child has the right to benefit from social security. Governments must provide social security, including financial support and other benefits, to families in need of assistance.

ARTICLE 27 (adequate standard of living)
Every child has the right to a standard of living that is good enough to meet their physical and social needs and support their development. Governments must help families who cannot afford to provide this.

ARTICLE 28 (right to education)
Every child has the right to an education. Primary education must be free and different forms of secondary education must be available to every child. Discipline in schools must respect children's dignity and their rights. Richer countries must help poorer countries achieve this.

ARTICLE 29 (goals of education)
Education must develop every child's personality, talents and abilities to the full. It must encourage the child's respect for human rights, as well as respect for their parents, their own and other cultures, and the environment.

ARTICLE 30 (children from minority or indigenous groups)
Every child has the right to learn and use the language, customs and religion of their family, whether or not these are shared by the majority of the people in the country where they live.

ARTICLE 31 (leisure, play and culture)
Every child has the right to relax, play and take part in a wide range of cultural and artistic activities.

ARTICLE 32 (child labour)
Governments must protect children from economic exploitation and work that is dangerous or might harm their health, development or education. Governments must set a minimum age for children to work and ensure that work conditions are safe and appropriate.

ARTICLE 33 (drug abuse)
Governments must protect children from the illegal use of drugs and from being involved in the production or distribution of drugs.

ARTICLE 34 (sexual exploitation)
Governments must protect children from all forms of sexual abuse and exploitation.

ARTICLE 35 (abduction, sale and trafficking)
Governments must protect children from being abducted, sold or moved illegally to a different place in or outside their country for the purpose of exploitation.

ARTICLE 36 (other forms of exploitation)
Governments must protect children from all other forms of exploitation, for example the exploitation of children for political activities, by the media or for medical research.

ARTICLE 37 (inhumane treatment and detention)
Children must not be tortured, sentenced to the death penalty or suffer other cruel or degrading treatment or punishment. Children should be arrested, detained or imprisoned only as a last resort and for the shortest time possible. They must be treated with respect and care, and be able to keep in contact with their family. Children must not be put in prison with adults.

ARTICLE 38 (war and armed conflicts)
Governments must not allow children under the age of 15 to take part in war or join the armed forces. Governments must do everything they can to protect and care for children affected by war and armed conflicts.

ARTICLE 39 (recovery from trauma and reintegration)
Children who have experienced neglect, abuse, exploitation, torture or who are victims of war must receive special support to help them recover their health, dignity, self-respect and social life.

ARTICLE 40 (juvenile justice)
A child accused or guilty of breaking the law must be treated with dignity and respect. They have the right to legal assistance and a fair trial that takes account of their age. Governments must set a minimum age for children to be tried in a criminal court and manage a justice system that enables children who have been in conflict with the law to reintegrate into society.

ARTICLE 41 (respect for higher national standards)
If a country has laws and standards that go further than the present Convention, then the country must keep these laws.

ARTICLE 42 (knowledge of rights)
Governments must actively work to make sure children and adults know about the Convention.

The Convention has 54 articles in total. Articles 43–54 are about how adults and governments must work together to make sure all children can enjoy all their rights, including:

ARTICLE 45
Unicef can provide expert advice and assistance on children's rights.

OPTIONAL PROTOCOLS

There are three agreements, called Optional Protocols, that strengthen the Convention and add further unique rights for children. They are optional because governments that ratify the Convention can decide whether or not to sign up to these Optional Protocols. They are: the Optional Protocol on the sale of children, child prostitution and child pornography, the Optional Protocol on the involvement of children in armed conflict and the Optional Protocol on a complaints mechanism for children (called Communications Procedure).

For more information go to [unicef.org/uk/crc/op](https://www.unicef.org/uk/crc/op)



THE GLOBAL GOALS

For Sustainable Development



THE TARGETS

Everyone can help to make sure that we meet the Global Goals. Use these ten targets to create action to ensure quality education.

TARGET 4.1 **FREE PRIMARY AND SECONDARY EDUCATION**

By 2030, ensure that all girls and boys complete free, equitable and quality primary and secondary education leading to relevant and effective learning outcomes.

TARGET 4.3 **EQUAL ACCESS TO AFFORDABLE TECHNICAL, VOCATIONAL AND HIGHER EDUCATION**

By 2030, ensure equal access for all women and men to affordable and quality technical, vocational and tertiary education, including university.

TARGET 4.5 **ELIMINATE ALL DISCRIMINATION IN EDUCATION**

By 2030, eliminate gender disparities in education and ensure equal access to all levels of education and vocational training for the vulnerable, including persons with disabilities, indigenous peoples and children in vulnerable situations.

TARGET 4.7 **EDUCATION FOR SUSTAINABLE DEVELOPMENT AND GLOBAL CITIZENSHIP**

By 2030, ensure that all learners acquire the knowledge and skills needed to promote sustainable development, including, among others, through education for sustainable development and sustainable lifestyles, human rights, gender equality, promotion of a culture of peace and non-violence, global citizenship and appreciation of cultural diversity and of culture's contribution to sustainable development

TARGET 4.8 **EXPAND HIGHER EDUCATION SCHOLARSHIPS FOR DEVELOPING COUNTRIES**

By 2020, substantially expand globally the number of scholarships available to developing countries, in particular least developed countries, small island developing States and African countries, for enrolment in higher education, including vocational training and information and communications technology, technical, engineering and scientific programmes, in developed countries and other developing countries.

TARGET 4.2 **EQUAL ACCESS TO QUALITY PRE-PRIMARY EDUCATION**

By 2030, ensure that all girls and boys have access to quality early childhood development, care and pre-primary education so that they are ready for primary education.

TARGET 4.4 **INCREASE THE NUMBER OF PEOPLE WITH RELEVANT SKILLS FOR FINANCIAL SUCCESS**

By 2030, substantially increase the number of youth and adults who have relevant skills, including technical and vocational skills, for employment, decent jobs and entrepreneurship.

TARGET 4.6 **UNIVERSAL LITERACY AND NUMERACY**

By 2030, ensure that all youth and a substantial proportion of adults, both men and women, achieve literacy and numeracy.

TARGET 4.A **BUILD AND UPGRADE INCLUSIVE AND SAFE SCHOOLS**

Build and upgrade education facilities that are child, disability and gender sensitive and provide safe, non-violent, inclusive and effective learning environments for all.

TARGET 4.C **INCREASE THE SUPPLY OF QUALIFIED TEACHERS IN DEVELOPING COUNTRIES**

By 2030, substantially increase the supply of qualified teachers, including through international cooperation for teacher training in developing countries, especially least developed countries and small island developing States.



Guidelines for Gender-Inclusive Language in English

These Guidelines include a number of strategies to help United Nations staff use gender-inclusive language. They may be applied to any type of communication, whether it is oral or written, formal or informal, or addressed to an internal or external audience.

When deciding what strategies to use, United Nations staff should:

- Take into account the type of text/oral communication, the context, the audience and the purpose of the communication;
- Ensure that the text is readable and the text/oral communication clear, fluid and concise;
- Seek to combine different strategies throughout the text/oral communication.

Gender in English

In English, there is a difference between “grammatical gender”, “gender as a social construct” (which refers to the roles, behaviours, activities and attributes that a given society at a certain time considers appropriate for men or women) and “sex” as a biological characteristic of living beings.

English has very few gender markers: **the pronouns and possessives** (he, she, her and his); and some nouns and forms of address. Most English nouns do not have grammatical gender forms (teacher, president), whereas a few nouns are specifically masculine or feminine (actor/actress, waiter/waitress). Some nouns that once ended in -man now have neutral equivalents that are used to include both genders (police officer for policeman/policewoman, spokesperson for spokesman, chair/chairperson for chairman).

A challenge for gender-inclusive communication in English is the use of the masculine form by default. For example, “Every Permanent Representative must submit his credentials to Protocol.”

Best Practices/Strategies

A number of strategies can be applied, when speaking or writing in English, to be more gender-inclusive:

1. Use non-discriminatory language

1.1 Forms of address

When referring to or addressing specific individuals, use forms of address and pronouns that are consistent with their gender identity.

There should also be consistency in the way women and men are referred to: if one of them is addressed by their name, last name, courtesy title, or profession, the other one should be as well.

1.2 Avoid gender-biased expressions or expressions that reinforce gender stereotypes

Discriminatory examples:

- “She throws/runs/fights like a girl!”
- “In a manly way.”
- “Oh, that’s women’s work.”
- “Thank you to the ladies for making the room more beautiful.”
- “Men just don’t understand.”

2. Make gender visible when it is relevant for communication

2.1 Using feminine and masculine pronouns

“Pairing” is the use of both feminine and masculine forms (he or she; her or his). It is a strategy that may be used when the author/speaker wants to explicitly make both women and men visible. **It is advisable not to overuse this strategy in English**, however, as it may be distracting to the reader, in particular in narrative texts. It may also create inconsistencies or render the text less accurate — for example, in legal texts.

The feminine and masculine forms can be alternated throughout the text. This strategy should be used with caution, however, in particular when its use may affect the meaning of the text, cause confusion or be distracting to the reader. It may be more appropriate to alternate masculine and feminine forms by paragraph or section, rather than by sentence or phrase.

Example: “When a staff member accepts an offer of employment, **he or she** must be able to assume that the offer is duly authorized. To qualify for payment of the mobility incentive, **she or he** must have five years’ prior continuous service on a fixed-term or continuing appointment.”

2.2 Using two different words

In cases in which highlighting gender would make the sentence more inclusive, two separate words can be used. This strategy should be used only when popular beliefs or preconceptions may obscure the presence or action of either gender.

Examples:

- “Boys and girls should attend the first cooking class with their parents.”
- “All of the soldiers, both men and women, responded negatively to question 5 in the survey.”

3. Do not make gender visible when it is not relevant for communication

3.1 Use gender-neutral words

Less inclusive	More inclusive
“Mankind”	→ “Humankind”; “humanity”; “human race”
“Plans to outsource some 19 services have not proceeded at the anticipated pace, as there are significant manpower shortages.”	→ “Plans to outsource some 19 services have not proceeded at the anticipated pace, as there are significant staffing shortages.”
“Man-made”	→ “Artificial”; “human-caused”

3.2 Using plural pronouns/adjectives

In informal writing, such as emails, plural pronouns may be used as a shortcut to ensure gender inclusiveness. Such strategies are not recommended in formal writing.

Example: “Before submitting your document, send it to the focal point for **their** review; **they** will return it to you with comments.”

3.3 Use the pronoun one

Less inclusive	More inclusive
“A staff member in Antarctica earns less than he would in New York.”	→ “A staff member in Antarctica earns less than one in New York.”

3.4 Use the relative pronoun who

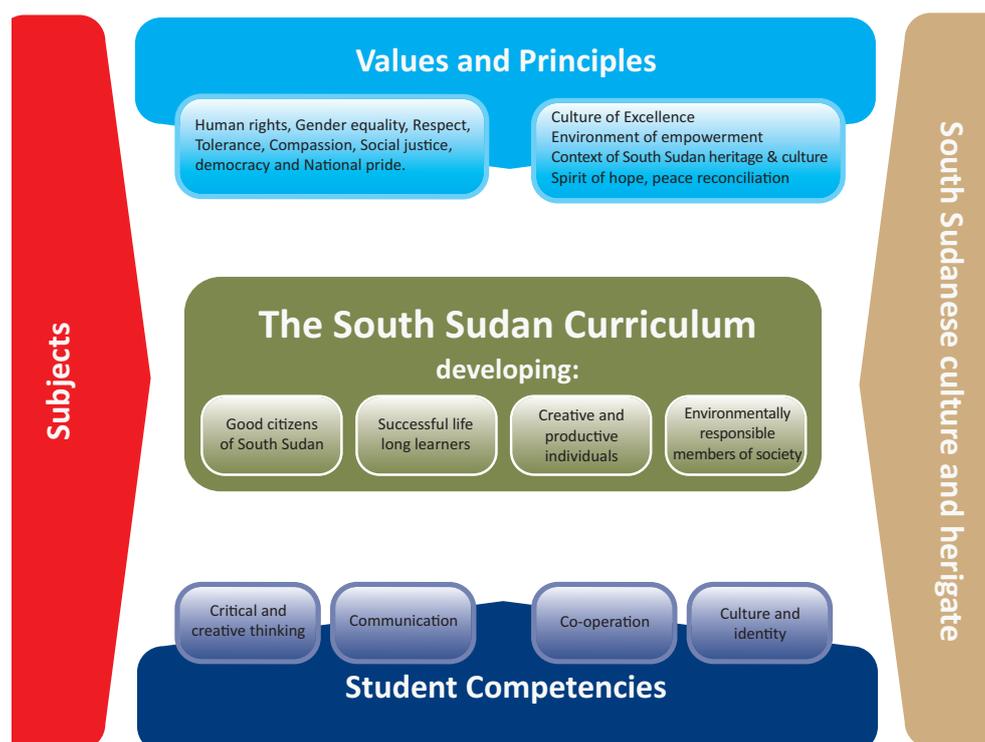
Less inclusive	More inclusive
“If a complainant is not satisfied with the board’s decision, he can ask for a rehearing.”	→ “A complainant who is not satisfied with the board’s decision can ask for a rehearing.”

General Education Act, 2012

The education system in the Republic of South Sudan shall be directed towards meeting the following goals:

- a) Eradicate illiteracy, improve employability of young people and adults and promote lifelong learning for all citizens;
- b) Provide equitable access to learning opportunities for all citizens to redress the past inequalities in education provision;
- c) Achieve equity and promote gender equality and the advancement of the status of women;
- d) Contribute to the personal development of each learner and to the moral, social, cultural, political and economic development of the nation;
- e) Promote national unity and cohesion;
- f) Enhance the quality of education and encourage a culture of innovation and continuous school improvement and effectiveness; and
- g) Develop and promote a general scientific approach in education.

The overall Curriculum framework Model for South Sudan



4. Professional Studies Course Outline

1. How children learn	2. Curriculum expectations	3. Teaching and learning	4. Language development	5. Learning Areas and Subjects (1)	6. Learning Areas and Subjects (2)	7. Assessment	8. Inclusion
5 days	5 days	5 days	5 days	5 days	5 days	5 days	5 days
1 Credit	1 Credit	1 Credit	1 Credit	1 Credit	1 Credit	1 Credit	1 Credit
Theory of learning – with a focus on young children – in the context of the curriculum	What are the key features of the SS School and ECD curriculum?	The art and science of teaching (pedagogy)	How do young children learn to speak, listen, read, and write?	The background and key approaches to language subjects and Learning Areas	The background and key approaches to the other primary subjects	How do we find out if learners have achieved the learning outcomes?	A focus on inclusion, special educational needs, and gender equity
a) Course introduction 1. Curriculum Framework and syllabuses 2. Learning theories 3. Knowledge, Skills and Understanding 4. Higher-Order Thinking Skills	1. The four Competencies 2. Syllabus format 3. Cross-cutting issues and school programmes 4. Textbooks 5. First-hand experiences and active learning	1. The 3 principles of planning 2. Creating learning opportunities in an enabling environment 3. Encouraging creativity & independence 4. Questioning 5. A repertoire of strategies	1. Theory background & the importance of talk 2. Learning in a national language & the transition to English 3. Pre-reading & Pre-writing 4. Developing reading 5. Developing writing	1. ECD Areas 2. English P1-3 3. English P4-5 4. National Language 5. Religious Education	1. Maths 2. Science 3. Social Studies 4. Arts 5. PE	1. Principles of assessment 2. Assessment methods (including examinations) 3. Using assessment to improve learning 4. Keeping and analysing assessment records	1. Special educational needs and disabilities (SEND) 2. Gender equity 3. Creating inclusive environments 4. AES programmes

4. Professional Studies Outline

4

Course 1: How children learn	Course 2: Curriculum expectations	Course 3: Teaching and learning
<ul style="list-style-type: none"> • Understand the implications of the four aims for teaching and learning • Understand how the Curriculum Framework puts the subjects into a broader context • Understand how the Subject Overviews and Syllabus units set out the expected learning • Understand how ECD Curriculum and Guidance sets out learning for PP1 & PP2 • Understand the three key theories of learning • Understand how the theories underpin what happens in the classroom • Understand the nature of Knowledge, Understanding and Skills and the differences between them • Understand how each of these needs to be taught and learned, and plan learning activities appropriate to each • Understand why critical thinking and problem solving are key parts of the SS curriculum and to the learning process • Identify opportunities for critical thinking and problem solving in the syllabuses • Plan learning activities that promote critical thinking and problem solving 	<ul style="list-style-type: none"> • Understand the four competencies and why they are in the ECD and Primary curriculum • Design learning activities that will promote the competencies in a range of Learning Areas and subjects • Understand how the subject syllabuses have been planned to identify key learning each year, and provide progress from P1 to S4 • Understand the importance of the three Cross-cutting Issues and how these relate to the subjects • Understand the reason for and scope of school programmes • Promote a school programme within a school • Understand the layout and design of the South Sudan textbooks and Teacher Guides • Relate the textbooks to the syllabus units and learning outcomes • Design lessons that include use of textbooks • Design some activities that extend learning beyond the textbooks • Understand why first-hand experiences and active learning are important within the SS curriculum • Design some learning activities that involve first-hand experiences and active learning 	<ul style="list-style-type: none"> • Understand, apply, and design learning activities and the three principles of planning • Understand the nature of learning opportunities for different forms of learning and the range that can be created • Create appropriate learning opportunities within the SS curriculum • Understand what is meant by creativity, and design some learning activities that promote creativity • Understand why it is important for learners to have some independence in their learning, and why the SS Curriculum Framework requires this • Design some learning activities that promote independent learning • Understand the importance of questioning and relate this to the theories of learning in Course 1 • Understand that there are different sorts of questions (open, closed etc.) • Devise some questions that promote the higher levels of learning in a range of situations • Understand why different strategies are needed for different situations • Identify the approaches needed for some different situations and parts of the curriculum • Design some strategies to address different needs

Professional Studies Outline

Course 4: Language development	Course 5: Learning Areas and Subjects (1)	Course 6: Learning Areas and Subjects (2)
<ul style="list-style-type: none"> • Be aware of the four key theories of language development, and understand why the semantic-cognitive theory is now most widely accepted • Be able to relate the theory to promoting language development in the classroom • Understand the reasons for learning to read and write in a national language before transitioning to English • Understand the key teaching and learning approaches for learning in a national language • Understand challenges facing young people in the transition to English as the language of instruction and know how to support them • Understand the principles of pre-writing and pre-reading activities, and the advice given for these activities in the South Sudan ECD curriculum guidance • Understand that children of any age need these activities before they can learn to read and write • Plan pre-writing and pre-reading activities • Understand what is involved in the development of early writing skills and the requirements of the SS curriculum in terms of early writing • Plan some learning activities that will promote early writing and reading skills • Make use of the SS textbooks 	<ul style="list-style-type: none"> • Be familiar with the seven ECD Learning Areas and the key approaches to each Area • Be able to design some activities within some of the Areas • Understand the key approaches and requirements of the teaching and learning of English in P1-3, and be familiar with the textbooks for the subject • Be able to design learning activities for reading, writing, speaking and listening in P1-3 • Understand the key approaches and requirements of the teaching and learning of English in P4-8 • Be familiar with the textbooks for the subject • Be able to design learning activities for reading, writing, speaking and listening in P4-8 • Understand the key approaches and requirements of the teaching and learning of a National Language • Be familiar with the textbooks for the subject • Be aware of the implications for other subjects • Understand the key approaches and requirements of the teaching and learning of Religious Education • Be aware of the implications for teaching and learning 	<ul style="list-style-type: none"> • Understand the key approaches and requirements of the teaching and learning of Mathematics • Be familiar with the textbooks for the subject • Be able to design learning activities for Maths • Understand the key approaches and requirements of the teaching and learning of Science • Be familiar with the textbooks for the subject • Be able to design learning activities for Science • Understand the key approaches and requirements of the teaching and learning of Social Studies • Be familiar with the textbooks for the subject • Be able to design learning activities for Social Studies • Understand the key approaches and requirements of the teaching and learning of The Arts • Be able to design learning activities for the subject • Understand the key approaches and requirements of the teaching and learning of PE • Be able to design learning activities for the subject

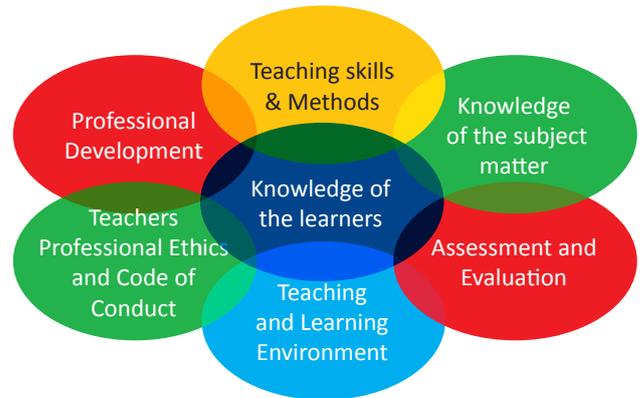
Course 7: Assessment	Course 8: Inclusion
<ul style="list-style-type: none"> • Understand the different forms of learning and their implications for assessment • Be aware of the different purposes and types of assessment • Be aware of approaches such as “Authentic Assessment” and “Assessment for Learning” • Be able to apply the methods explained in the South Sudan Assessment Guidance booklet • Relate the methods to a range of Learning Outcomes in the Upper Primary syllabuses • Understand how examination papers are developed and the demands of the questions • Recognise where learning needs to be improved • Be able to give encouraging and effective feedback so that learners know what to do to improve • Design support to meet identified learning needs • Understand the requirements for keeping assessment records • Be able to analyse patterns in assessment records 	<ul style="list-style-type: none"> • Identify different special needs they might encounter • Design programmes and approaches that can help address these needs • Be familiar with the issues surrounding gender equity in schools • Be aware of the programmes that exist to promote gender equity • Understand the key features and importance of an inclusive environment • Be able to create an enabling environment in the classroom. • Understand the nature of the Programmes and their importance in including all young people in education

5. National Professional Standards for Teachers in South Sudan

Introduction

These standards describe expectations for effective teachers in South Sudan. The term 'teacher' as used in this document means 'effective teacher' inclusive of the seven domains of the professional standards.

The standards are not intended to show isolated knowledge or skills and are not presented in order of importance. Teacher's knowledge and skills in each standard area will impact on their ability to perform effectively in the other standard areas. Each of these standards is important for effective teaching.



Teaching and Learning

Standard 1: Knowledge of the learners and how they learn

Teachers should have a knowledge of the learners they teach: their growth and development and learning processes. They should use this knowledge in planning lessons and facilitating their learning processes.

Description

Teachers must demonstrate a good understanding of learning processes, theories and principles and their application in the classroom. This enables them to design appropriate teaching and learning activities that are learner-centred. Teachers must connect their teaching to the learners' prior knowledge, needs and interests.

Application

- 1.1 Teachers must be knowledgeable of the development needs of the learner including physical, psychological, socio-economic and intellectual development
- 1.2 Teachers use knowledge of learning processes, theories and principles to plan and deliver lessons
- 1.3 Teachers demonstrate knowledge that learners have different learning capacities and use different learning methods to meet the diverse needs of learners in the classroom
- 1.4 Teachers demonstrate respect for learners' diverse cultures, religion, languages and experiences
- 1.5 Teachers know that all learners can achieve their full potential and guide plans of instruction towards this goal
- 1.6 Teachers treat learners with dignity; build good relationships and support their academic achievement.

Standards 2: Knowledge of the subject being taught

Teachers have mastery of the subject for which they have teaching responsibility.

Description

Effective teachers have a deep understanding of the subject matter and have confidence in communicating it to the learners. Teachers make content of the subject matter meaningful, relevant and applicable to real life experiences of learners.

Application

- 2.1 Teachers know the content they teach and use their knowledge of subject specific concepts, assumptions and skills to plan teaching and learning
- 2.2 Teachers understand and use a variety of teaching strategies to effectively teach the central concepts and skills of the discipline
- 2.3 Teachers have a good understanding of the national curriculum goals, priorities and subject standards.
- 2.4 Teachers demonstrate good knowledge about relationships among subjects
- 2.5 Teachers connect subject content to relevant life experiences (and career opportunities).

Standard 3: Teaching Methods

Teachers plan and deliver effective teaching that engages and advances the learning of the individual learner and the community. They apply appropriate teaching methods to different groups of learners.

Description

Teachers have high expectations for all learners, therefore, use a variety of teaching strategies that actively engage them and promote a love of learning. Teachers reflect on their teaching and learners' outcomes to make appropriate decisions which result in increased academic achievement. Teachers correctly design a logical scope and sequence for learning.

Application

- 3.1 Teachers develop teaching objectives and activities that are in line with national education principles.
- 3.2 Teachers create and select activities designed to develop learners as independent learners and problem solvers and adapt their teaching to respond to learners' strengths and needs.
- 3.3 Teachers use relevant and appropriate teaching and learning materials from locally available resources effectively and make use of available technologies to enhance learning
- 3.4 Teachers use participatory teaching and learning activities relevant and meaningful to learners and relate them to everyday lives by using real life stories, local examples and materials

Standard 4: Assessment and Evaluation Methods

Teachers understand and use varied assessment tools to evaluate learners and use results to improve instruction.

Description

Teacher understand the meaning and purpose of assessment and use multiple assessment methods to learn about their learners, to evaluate learning and to plan and adjust instruction. They use formal and informal assessment to gauge learning and determined the academic progress of learners. They keep accurate records of learners' assessment results. Teachers report assessment results to parents, head teachers and other educational administrators.

Application

- 4.1 Teachers are able to design valid and reliable assessment instruments
- 4.2 Teachers use different assessment methods, and use the data generated from the assessment to improve teaching and learning.
- 4.3 Teachers apply (formal and) informal assessment in their lessons to gauge learners' progress on a regular basis.
- 4.4 Teachers keep accurate records and analyse the data to make decisions on learners' progress, to plan, to differentiate and to modify instruction accordingly.
- 4.5 teachers collaborate and communicate assessment results to learners, parents, their peers and school officials, school supervisors and inspectors.

Standard 5: Learning Environment

Teachers use the existing conditions to create child-friendly learning environments that are conducive to learning.

Description

Teachers treat all learners fairly and establish an environment that is respectfully, supportive, caring, and physically and emotionally safe. They create learning situations in which learners work independently, collaboratively or as a whole class, and motivate the learners to work productively and assume responsibility for the own learning. They maintain an environment that is conducive to learning for all learners.

Application

- 5.1 Teachers treat all learners fairly and establish an environment that is respectful, supportive and caring to include differences in gender, ethnicity, language, culture, religion and ability.
- 5.2 Teachers create learning environments that are physically and emotionally safe.
- 5.3 Teachers create learning situations in which learners work independently, collaboratively or as a whole class
- 5.4 Teachers maintain an environment that is conducive to learning for all learners including those with special needs
- 5.5 Teachers ensure disruptive behaviours and indiscipline are discouraged and managed.

Teaching as a Profession

Standard 6: Professional Responsibility and Growth

Teachers assume responsibility for their own professional growth as individuals and as members of a learning community.

Description

Teachers are professionals who must understand that they are in a unique and powerful position to influence the future of their learners and the communities. Teachers are continuously engaged in their own professional development and contribute to the teaching profession. Teachers serve their school and surrounding communities in various leadership roles. They ensure the transmission of cultural heritage, values, customs and tradition of their immediate community and of South Sudan as a whole. Teachers foster ongoing collaboration with their peers and serve as change agents in the learning communities.

Application

- 6.1 Teachers are continuously engaged in their own professional development at various levels.
- 6.2 Teachers contribute to ongoing collaboration with their peers and to the teaching profession.
- 6.3 Teachers are exemplary and service a model of good citizenship for their learners and the community.
- 6.4 Teachers seek knowledge about and contribute to the heritage, values, customs and traditions of South Sudanese society
- 6.5 Teachers are aware of the importance of psychological issues such as child abuse, forced labour at home, rights of learners, and take account of these in teaching
- 6.6 Teachers have a basic knowledge of the educational goals, as contributing factors to quality education in the context of national policies in South Sudan

Standard 7: Teachers' Code of Conduct and Professional Ethics

Teachers are aware of the South Sudan Professional Code of Conduct and exhibit high standards of personal integrity and professional ethics.

Description

Teachers shall all carry out responsibilities with a high degree of professionalism that promotes a high standard of learning; thus contributing towards achievement of the strategic goal of building an educated and informed nation. They must observe the standards of behaviour and conduct as established in the Ministry's Teachers' Code of Conduct. As role models in society, teachers must practice the highest standards of integrity, fairness and honesty.

Application

- 7.1 Teachers apply the rules and policies of the Ministry of General Education and Instruction.
- 7.2 Teachers have regard for the need to safeguard for the policies and practices of the school in which they teach
- 7.3 Teachers have proper and professional regard for policies and practices of the school in which they teach
- 7.4 Teachers promote and maintain effective relationships with parents, members of the school community, as well as persons and bodies outside the school that may have a stake or interest in the school
- 7.5 Teachers practice the highest standards of integrity, honesty, fairness and maintain high standards in their own attendance and punctuality
- 7.6 Teachers plan and execute duties with diligence, commitment, dedication, fairness and at all times observe proper boundaries appropriate to a teacher's professional position.

6. Course Outlines:

Course 1: How children learn

6

Module 1: Course Intro	p3
This module explores the nature of the route to Qualified Teacher Status through this part-time, in-service training course. You will be introduced to the ways in which we will work and important aspects of accreditation and assessment.	
Module 2: The Curriculum Framework & Syllabuses	p29
This module introduces the curriculum framework and how it provides an integrated curriculum.	
Module 3: Learning and Memory Theories	p49
This module explores the three main theories of learning (Behaviourist, Constructivist and Social Constructivist), relates these to more recent research on the brain, and considers how they impact on classroom practice.	
Module 4: Knowledge, Understanding, and Skills	p75
This module explores the three main forms of learning: <ul style="list-style-type: none">• Knowledge• Understanding• Skills The module looks at the implications of these for learning and for teaching.	
Module 5: Higher-Order Thinking Skills (HOTS)	p91
This module explores the concept of critical thinking and problem solving, the thought processes that are involved and how these can be encouraged and developed.	

It's important to see all five modules in overview and see how each connects with each other and the previous courses on how children learn.

Course 2: Curriculum expectations

Module 1: The Four Competencies	p3
This module explores the importance of the four competencies to all learning areas and subjects.	
Module 2: The Syllabus Format	p23
Exploring the syllabus overview and subject expectations.	
Module 3: Cross-cutting Issues & School Programmes	p43
This module explores how subject syllabuses have been put together and how Cross-Cutting Issues have been built into the syllabuses and need to be taught.	
Module 4: Textbooks	p67
Explaining textbooks and matching activities to the syllabus.	
Module 5: First-hand Experiences & Active Learning. School-based Task Preparation.	p89
Considering the value of designing interactive learning experiences. Preparing for an Assessment task.	

It's important to see all five modules in overview and see how each connects with each other and the previous courses on how children learn.

Course 3: Teaching and learning

Module 1: The three principles of planning	p3
This module explores ways in which learning experiences can be designed, extended and re-enforced.	
Module 2: Creating learning opportunities	p19
This module emphasises the importance of creating learning opportunities that allow learners to develop the higher levels of learning.	
Module 3: Encouraging creativity and independence	p37
This module explores the nature of creativity, what it means in the school context, how it can be promoted and why independence is important to learning.	
Module 4: Questioning	p59
This module explores the importance of questioning in promoting learning. This involves the questions that the teacher asks learners, and also the questions that learners should be encouraged to ask themselves.	
Module 5: A repertoire of strategies	p79
This module explores why it is important for teachers to have a range of approaches (repertoire of strategies) to promote different types of learning in different learners and in different situations.	

It's important to see all five modules in overview and see how each connects with each other and the previous courses on how children learn.

Course 4: Language development

Module 1: The Background Theory and the Importance of Talk	p3
This module explores the way in which language develops with our experience of the world and emphasises the importance of talk in learning.	
Module 2: Learning in a National Language and the Transition to English	p21
This module explores the specific features of learning in national language and why that is so important.	
Module 3: Pre-writing and Pre-writing	p41
This module explores the learning activities that are essential before children learn to read and write.	
Module 4: Developing Reading	p63
This module explores the development of early reading skills and the learning activities that promote these.	
Module 5: Developing Writing	p89
This module explores the development of early writing skills and the learning activities that promote these.	

Course 5: Learning Areas and Subjects (1)

Module 1: ECD Areas of Learning	p5
This module explores the background and key approaches to the ECD Learning Areas. These are set out clearly in the “ECD Curriculum and Guidance” booklet which will underpin this module.	
Module 2: English: Expectations and Approaches (P1-3)	p21
This module explores the expectations and required teaching approaches of English in P1-3. In these years, learners are learning to read and write in a National Language – so English is taught orally. There may be schools that have elected to have English as the medium of instruction, in which case their learners will learn to read and write in English and will study a National language orally.	
Module 3: English: Expectations and Approaches (P4-8)	p45
This module explores the expectations and required teaching approaches of English in P4-8. In these years, learners are extending and deepening their ability to read, write speak and listen.	
Module 4: National Language: Expectations and Approaches	p55
This module explores the expectations and required teaching approaches of National Languages. Although not all teachers will be involved in teaching a National Language, it is important for all teachers to understand what is expected of learners at each stage.	
Module 5: Arabic: Expectations and Approaches (P4-8) Module 6: Religious Education (IRE and CRE)	p71
Module 5 explores the expectations and required teaching approaches of Arabic. Although not all teachers will be involved in teaching Arabic, it is important for all teachers to understand what is expected of learners. Module 6 explores the expectations and required teaching approaches of Religious Education. It is likely that a school will be teaching only either Christian or Islamic Religious Education, but they have a common Subject Overview, and it is helpful for teachers to have some understanding of this.	

Course 6: Learning Areas and Subjects (2)

Module 1: Maths	p5
This module explores the expectations and required teaching approaches of Mathematics.	
Module 2: Social Studies	p19
This module explores the expectations and required teaching approaches of Social Studies.	
Module 3: Science	p35
This module explores the expectations and required teaching approaches of Science.	
Module 4: The Arts	p49
This module explores the expectations and required teaching approaches of The Arts. There are no textbooks for the Arts because the emphasis is on practical first-hand participation. This puts more demand on the teacher to use the syllabus units to design the learning experiences.	
Module 5: Physical Education (PE)	p67
This module explores the expectations and required teaching approaches of PE. There are no textbooks for PE because the emphasis is on practical first-hand participation. This puts more demand on the teacher to use the syllabus units to design the learning experiences.	

Course 7: Assessment

Module 1: Assessment Principles	p3
This module explores the key forms, purposes and types of assessment.	
Module 2: Assessment Methods	p27
This module explores the different assessment methods appropriate for class-based formative assessment.	
Module 3: Using Assessment to Improve Learning	p49
This module explores the different ways of using assessment to improve learning.	
Module 4: Keeping and Analysing Assessment Records	p75
This module explores the methods of keeping assessment records and how they can be interpreted.	

It's important to see all four modules in overview and see how each connects with each other and the previous courses on how children learn.

Course 8: Inclusion

Module 1: Special Educational Needs	p3
This module explores the variety of special needs that learners might have and how these needs might be met in the classroom.	
Module 2: Gender Equity	p23
This module explores the importance of gender equity for schools and for the country and how schools can promote this.	
Module 3: Creating Inclusive Environments	p45
This module explores the importance of creating an inclusive environment in the school and classroom.	
Module 4: AES (Alternative Education Systems) Programmes	p61
This module explores the nature of AES Programmes and their importance in including all young people in education.	
Module 5: Course Review	p87
The purpose of this module is to review and conclude the Professional Studies element of the Part Time QTS Certificate Programme.	

Section 1: Background

Assessment of the Professional Studies element will be based on the school-based activities that participants will carry out between each course. Each 5-day course will have an assessment activity.

The focus of the QTS Programme (like the school curriculum itself) is on enabling participants to **apply** their learning in the school situation. Assessment will therefore focus on the ability to apply, rather than on being able to remember, aspects of the course.

During the final day of each course, time will be given to preparing the school-based activity and ensuring that participants understand the assessment requirements.

Evidence for the assessment will come from a **portfolio** or presentation that participants will submit that shows how they have applied particular parts of the course in school. The portfolios can be written or electronic, and can contain a range of relevant materials such as photographs, examples of learners' work, lesson plans, etc.

The requirements and grade descriptions for each assessment activity are set out below. These will be made available to all participants at the beginning of the course.

There will be three assessment classifications:

- **Distinction** – The portfolio covers each of the requirements very effectively and shows very good ability to apply the course in the school.
- **Credit** – The portfolio covers each of the requirements sufficiently and shows ability to apply the course in the school.
- **Re-submit** – The portfolio does not cover the requirements and gives insufficient evidence of ability to apply the course in the school.

The grade will be awarded on the basis of **best fit** with the criteria set for each course.

Each portfolio will be assessed by a tutor other than the one who has run the course, and assessment will be moderated by a lead tutor. Accreditation for each stage of QTS will be ratified by the Ministry of General Education and Instruction. Participants will be given written and oral feedback on their portfolios

Participants will be encouraged to work with their headteacher or other colleagues in preparing the portfolio. It should not be seen as traditional examination but as an opportunity for the participants to show how well they can apply their learning in the school situation.

Being asked to re-submit will not prevent a participant from taking part in the next course.

Assessment Activities

Course	Assessment Activity
1. How children learn	Simple written task. Select at least four syllabus units and identify where there are opportunities for critical and creative thinking and relate these to the learning theories that have been studied.
2. Curriculum expectations	Plan and implement learning activities to promote student competencies in one or more subjects or Areas of Learning. The implementation could be in one lesson or in a series of lessons across a syllabus unit. They should plan the activity, specifying the learning outcomes sought, relating it to the learning theory, and taking account of what the challenges are in relation to implementation and what solutions can be developed.
3. Teaching and learning	Plan, implement and evaluate some learning activities that promote independent learning. The implementation could be in one lesson or in a series of lessons across a syllabus unit. They should plan the activity, specifying the learning outcomes sought, relating it to the learning theory, and taking account of what the challenges are in relation to implementation and what solutions they have developed.
4. Language development	Either: Plan, implement and evaluate a series of pre-reading and pre-writing activities Or Plan, implement and evaluate a series of activities that will promote early reading and writing skills
5. Learning Areas and Subjects (1)	Plan, implement and evaluate a series of learning activities that take learning beyond the textbooks for one subject from Course 5
6. Learning Areas and Subjects (2)	Plan, implement and evaluate a series of learning activities that take learning beyond the textbooks for one subject from Course 6
7. Assessment	Plan and implement assessment activities and give feedback to learners according to the South Sudan Guidance. Present a portfolio that explains the process, illustrate it with learners' work where appropriate, relate it to the theory and identify the challenges faced.
8. Inclusion	As this is the final course, there is no between-course task. The assessment will be based on a portfolio that: <ul style="list-style-type: none"> explains the steps a teacher and the school as a whole should take to promote gender equity. sets out a plan for an ideal classroom that has a positive and helpful enabling environment, and explains how this relates to the guidance and theory. Considers the challenges and solutions and relates this to the guidance and theory

Assessment Task for Course 1

Course 1 Assessment Activity

Participants should Select at least two syllabus units and identify where there are opportunities for critical and creative thinking, and relate these to the learning theories that have been studied. They should submit a presentation electronically or on paper.

Course 1 Assessment Requirements

The presentation should set out for each of the two syllabus units chosen:

- A description of the syllabus unit referring to Learning Outcomes and to the teaching and learning approaches outlined in the Learn About section.
- The opportunities that the unit presents for critical and creative thinking (This should include those contained in the unit and others that the teacher might create,
- The relationship of this to one or more of the learning theories that have been studied

Course 1 Assessment Criteria

The assessment will be based on how well the portfolio covers the requirements.

Distinction	The presentation covers each of the requirements very effectively. The syllabus units have been clearly presented with reference to the Learning Outcomes and to the Learn About section. Opportunities for critical and creative thinking have been clearly identified. Further opportunities have also been suggested. The units have been well related to the learning theories of the course.
Credit	The presentation covers each of the requirements appropriately. Reference is made to the Learning Outcomes and to the Learn About section. Opportunities for critical and creative thinking have been identified. The units have been related to the learning theories of the course.
Re-submit	The presentation does not cover the requirements appropriately. Insufficient reference is made to the Learning Outcomes and to the Learn About section, and few or no opportunities for critical and creative thinking have been identified. The units have not been related to the learning theories of the course.

Assessment Task for Course 2

Course 2 School-based Activity

Participants should **plan and implement learning activities** to promote student competencies in one or more subjects or Areas of Learning. The implementation could be in one lesson or in a series of lessons across a syllabus unit. They should plan the activities, specifying the learning outcomes sought, particularly in relation to the student competencies. They should explain how the planned activities relate to the learning theories. They should take account of what the challenges are in relation to implementation and what solutions can be developed.

Where possible, participants should work with a colleague to observe the activity being implemented and discuss how it went.

Course 2 Assessment Requirements

After implementing the learning activity, the participant will submit a portfolio that contains the:

- Explanation of the importance of the four competencies
- Learning outcomes sought and how these relate to the student competencies

- Learning activities planned to enable learners to meet these outcomes
- Resources that will be needed
- The relationship to the learning theories studied
- The challenges anticipated and how these will be overcome

There is no requirement to describe or evaluate the implementation in this portfolio. However, participants are welcome to include an account of the implementation and some reflection on its success.

Course 2 Assessment Criteria

The assessment will be based on how well the portfolio covers the requirements. **It does not matter whether or not the planned activities turn out to be successful.** What is important is that the participant has taken account of the requirements when planning the activity, has related this to the theory.

Distinction	The portfolio covers each of the requirements very effectively. The importance of student competencies is explained very clearly. Learning outcomes are clearly defined and very well related to the student competencies. The activities planned to enable learners to attain these outcomes are well explained. These are well related to the learning theory. Possible challenges are clearly identified and plausible solutions are put forward.
Credit	The portfolio covers each of the requirements appropriately. The importance of student competencies is explained adequately. Learning outcomes defined and related to the student competencies. Activities are planned to enable learners to attain these outcomes. The planned activities are related to the learning theory. Possible challenges are identified and solutions are put forward.
Re-submit	The portfolio does not cover the requirements appropriately. The importance of student competencies is not explained adequately. Learning outcomes are not defined nor related to the student competencies. The activities are planned are not related to the learning theory, and are unlikely to enable learners to attain the outcomes. Possible challenges are not identified and solutions are not put forward.

Assessment Task for Course 3

Course 3 School-based Activity

Participants should **plan, implement and evaluate** some learning activities that promote independent learning. The implementation could be in one lesson or in a series of lessons across a syllabus unit. They should plan the activity, specifying the learning outcomes sought, relating it to the learning theory, and taking account of what the challenges are in relation to implementation and what solutions they have developed.

Where possible, participants should work with a colleague to observe the activity being implemented and discuss how it went.

Course 3 Assessment Requirements

After implementing the learning activity, the participant will submit a portfolio that contains the:

- Importance of independent learning
- Learning outcomes sought and how these relate to independent learning

- Learning activities planned to enable learners to meet these outcomes
- Resources that will be needed
- The relationship to the learning theories studied
- The challenges anticipated and how these will be overcome
- An evaluation of the activities in terms of how all the learning outcomes were achieved.

Course 3 Assessment criteria

The assessment will be based on how well the portfolio covers the requirements. **It does not matter whether or not the planned activities turn out to be successful.** What is important is that the participant has taken account of the requirements when planning the activity, has related this to the theory, and has analysed the outcomes.

Distinction	The portfolio covers each of the requirements very effectively. The importance of independent learning is very clearly explained. Learning outcomes in terms of independent learning are clearly defined and the activities planned to enable learners to attain these outcomes are well explained. Possible challenges are clearly identified and solutions are put forward. The evaluation explains clearly the participation of learners, problems encountered and the solutions found. The effectiveness of the activities is evaluated clearly and effectively in terms of attaining the learning outcomes.
Credit	The portfolio covers each of the requirements effectively. The importance of independent learning is explained adequately. Learning outcomes are defined and some activities are planned to enable learners to attain these outcomes. There is an attempt to relate these activities to the learning theory. Some possible challenges are identified and some solutions are put forward. The evaluation mentions the participation of learners, problems encountered and any solutions found. An attempt is made to evaluate the effectiveness of the activities in terms of attaining the learning outcomes.
Re-submit	The portfolio does not cover the requirements. Learning outcomes are not defined sufficiently clearly, and activities are not planned to enable learners to attain these outcomes. There is little attempt to relate these activities to the learning theory. Possible challenges are not identified and solutions not put forward. The evaluation is not effective in mentioning the participation of learners, problems encountered and any solutions found. Little attempt is made to evaluate the effectiveness of the activities in terms of attaining the learning outcomes.

Assessment Task for Course 4

Course 4 School-based Activity

Either:

Plan, implement and evaluate a series of learning activities that promote pre-reading and pre-writing skills.

Or

Plan, implement and evaluate a series of learning activities that promote early reading and writing skills.

Where possible, participants should work with a colleague to observe the activity being implemented and discuss how it went.

Course 4 Assessment Requirements

After implementing the learning activity, the participant will submit a portfolio that contains the:

- Importance of pre- or early reading and writing skills
- Learning outcomes sought and how these relate to pre or early reading and writing

- Learning activities planned to enable learners to meet these outcomes
- Resources that will be needed
- The relationship to the learning theories studied
- The challenges anticipated and how these will be overcome
- An evaluation of the activities in terms of how well the learning outcomes were achieved.

Course 4 Assessment Criteria

The assessment will be based on how well the portfolio covers the requirements. **It does not matter whether or not the planned activities turn out to be successful.** What is important is that the participant has taken account of the requirements when planning the activity, has related this to the theory, and has analysed the outcomes.

Distinction	The portfolio covers each of the requirements very effectively. The Importance of pre- or early reading and writing skills is very clearly explained. Learning outcomes in terms of pre or early reading and writing are clearly defined and the activities planned to enable learners to attain these outcomes are well explained. Possible challenges are clearly identified and solutions are put forward. The evaluation explains clearly the participation of learners, problems encountered and the solutions found. The effectiveness of the activities is evaluated clearly and effectively in terms of attaining the learning outcomes.
Credit	The portfolio covers each of the requirements effectively. The Importance of pre- or early reading and writing skills is adequately explained. Learning outcomes are defined and some activities are planned to enable learners to attain these outcomes. There is an attempt to relate these activities to the learning theory. Some possible challenges are identified and some solutions are put forward. The evaluation mentions the participation of learners, problems encountered and any solutions found. An attempt is made to evaluate the effectiveness of the activities in terms of attaining the learning outcomes.
Re-submit	The portfolio does not cover the requirements. The Importance of pre- or early reading and writing skills is not explained. Learning outcomes are not defined sufficiently clearly, and activities are not planned to enable learners to attain these outcomes. There is little attempt to relate these activities to the learning theory. Possible challenges are not identified and solutions not put forward. The evaluation is not effective in mentioning the participation of learners, problems encountered and any solutions found. Little attempt is made to evaluate the effectiveness of the activities in terms of attaining the learning outcomes.

Assessment Task for Course 5

Course 5 School-based Activity

Plan, implement and evaluate a series of learning activities that take learning beyond the textbooks for one subject from Course 5. Participants may choose any unit from a subject covered on the course. The activities planned should enhance those a unit of a textbook but involve extra activities that are not in the textbook.

Where possible, participants should work with a colleague to observe the activity being implemented and discuss how it went.

Course 5 Assessment Requirements

After implementing the learning activity, the participant will submit a portfolio that contains the:

- Learning outcomes sought and how these relate to the subject
- Learning activities planned to enable learners to meet these outcomes
- How the activities relate to the textbook
- Resources that will be needed
- The relationship to the learning theories studied
- The challenges anticipated and how these will be overcome
- An evaluation of the activities in terms of how well the learning outcomes were achieved.

Course 5 Assessment Criteria

The assessment will be based on how well the portfolio covers the requirements. **It does not matter whether or not the planned activities turn out to be successful.** What is important is that the participant has taken account of the requirements when planning the activity, has related this to the theory, and has analysed the outcomes.

Distinction

The portfolio covers each of the requirements very effectively. Learning outcomes are clearly defined in terms of the subject and the activities planned to enable learners to attain these outcomes are well explained. Possible challenges are clearly identified and solutions are put forward. The evaluation explains clearly the participation of learners, problems encountered, and the solutions found. The effectiveness of the activities is evaluated clearly and effectively in terms of attaining the learning outcomes.

Credit

The portfolio covers each of the requirements effectively. Learning outcomes are defined and some activities are planned to enable learners to attain these outcomes. There is an attempt to relate these activities to the learning theory. Some possible challenges are identified, and some solutions are put forward. The evaluation mentions the participation of learners, problems encountered, and any solutions found. An attempt is made to evaluate the effectiveness of the activities in terms of attaining the learning outcomes.

Re-submit

The portfolio does not cover the requirements. Learning outcomes are not defined sufficiently clearly, and activities are not planned to enable learners to attain these outcomes. There is little attempt to relate these activities to the learning theory. Possible challenges are not identified, and solutions not put forward. The evaluation is not effective in mentioning the participation of learners, problems encountered, and any solutions found. Little attempt is made to evaluate the effectiveness of the activities in terms of attaining the learning outcomes.

Assessment Task for Course 6

Course 6 School-based Activity

Plan, implement and evaluate a series of learning activities that take learning beyond the textbooks for one subject from Course 6. Participants may choose any unit from a subject covered on the course. The activities planned should enhance those of a unit of a textbook but involve extra activities that are not in the textbook.

Where possible, participants should work with a colleague to observe the activity being implemented and discuss how it went.

Course 6 Assessment Requirements

After implementing the learning activity, the participant will submit a portfolio that contains the:

- Learning outcomes sought and how these relate to the subject
- Learning activities planned to enable learners to meet these outcomes
- How the activities relate to the textbook
- Resources that will be needed
- The relationship to the learning theories studied
- The challenges anticipated and how these will be overcome
- An evaluation of the activities in terms of how well the learning outcomes were achieved.

Course 6 Assessment Criteria

The assessment will be based on how well the portfolio covers the requirements. **It does not matter whether or not the planned activities turn out to be successful.** What is important is that the participant has taken account of the requirements when planning the activity, has related this to the theory, and has analysed the outcomes.

Distinction

The portfolio covers each of the requirements very effectively. Learning outcomes in terms of the subject are clearly defined and the activities planned to enable learners to attain these outcomes are well explained. Possible challenges are clearly identified and solutions are put forward. The evaluation explains clearly the participation of learners, problems encountered and the solutions found. The effectiveness of the activities is evaluated clearly and effectively in terms of attaining the learning outcomes.

Credit

The portfolio covers each of the requirements very effectively. Learning outcomes in terms of the subject are clearly defined and the activities planned to enable learners to attain these outcomes are well explained. Possible challenges are clearly identified and solutions are put forward. The evaluation explains clearly the participation of learners, problems encountered and the solutions found. The effectiveness of the activities is evaluated clearly and effectively in terms of attaining the learning outcomes.

Re-submit

The portfolio does not cover the requirements. Learning outcomes are not defined sufficiently clearly, and activities are not planned to enable learners to attain these outcomes. There is little attempt to relate these activities to the learning theory. Possible challenges are not identified and solutions not put forward. The evaluation is not effective in mentioning the participation of learners, problems encountered and any solutions found. Little attempt is made to evaluate the effectiveness of the activities in terms of attaining the learning outcomes.

Assessment Task for Course 7

Course 7 School-based Activity

Plan and implement assessment activities and give feedback to learners according to the South Sudan Assessment Guidance. Participants may choose any unit from any subject or Learning Area for this purpose (preferably, one they are teaching at this time.) They should explain the process, illustrate it with learners' work where appropriate, relate it to the theory and identifies the challenges faced.

Where possible, participants should work with a colleague to observe the activity being implemented and discuss how it went.

Course 7 Assessment Requirements

After implementing the learning activity, the participant will submit a portfolio that contains the:

- Learning outcomes to be assessed
- Assessment activities activities planned to assess these outcomes
- How the activities relate to the Assessment Guidance
- Resources that will be needed
- The relationship to the learning theories studied
- The challenges anticipated and how these will be overcome
- An evaluation of the assessment activities in terms of how successfully the learning outcomes were assessed.

Distinction	The portfolio covers each of the requirements very effectively. Learning outcomes are clearly defined and the activities planned to assess these outcomes are well explained. The relationship to the Assessment Guidance is well explained. Possible challenges are clearly identified and solutions are put forward. The evaluation explains clearly the participation of learners, problems encountered and the solutions found. The effectiveness of the assessment activities is evaluated clearly and effectively in terms of assessing the learning outcomes.
Credit	The portfolio covers each of the requirements effectively. Learning outcomes are defined and some activities are planned to assess these outcomes. There is an attempt to relate these activities to the Assessment Guidance. Some possible challenges are identified and some solutions are put forward. The evaluation mentions the participation of learners, problems encountered and any solutions found. An attempt is made to evaluate the effectiveness of the activities in terms of assessing the learning outcomes.
Re-submit	The portfolio does not cover the requirements. Learning outcomes are not defined sufficiently clearly, and activities are not planned to assess these outcomes. There is little attempt to relate these activities to the Guidance. Possible challenges are not identified and solutions not put forward. The evaluation is not effective in mentioning the participation of learners, problems encountered and any solutions found. Little attempt is made to evaluate the effectiveness of the activities in terms of assessing the learning outcomes.

Assessment Task for Course 8

Course 8 School-based Activity

As this is the final course, there is no between-course task. The participants should submit a presentation that explains the steps a teacher and the school as a whole should take to promote gender equity. The presentation should also set out a plan for an ideal classroom that has a positive and helpful enabling environment. It should consider the possible challenges to the promotion of gender equity and the creation of positive and enabling environments and suggest solutions to those challenges. It should explain how all this relates to the guidance and theory.

Course 8 Assessment Requirements

The participant will submit a portfolio that:

- Explains the steps a teacher and the school as a whole should take to promote gender equity
- Sets out a plan for an ideal classroom that has a positive and helpful enabling environment
- Examines possible challenges and solutions
- Explains how this relates to the guidance and theory

8. Portfolio or Presentations

Between each course, participants are required to carry out a school-based activity, the details of which are given above. These activities involve participants **applying** in the classroom context what they have learned on the course. Assessment will be based how well participants carry out these activities and apply what has been learned.

To provide evidence of this, participants are asked to submit a **portfolio** or **presentation**. These portfolios or presentations are mainly a collection of the notes, plans, evaluations, assessments or students work etc that the participants will produce as part of the activity. Very little has to be written especially for the assessment.

For example, after Course 3, participants are required to:

***Plan, implement and evaluate** some learning activities that promote independent learning. The implementation could be in one lesson or in a series of lessons across a syllabus unit. They should plan the activity, specifying the learning outcomes sought, relating it to the learning theory, and taking account of what the challenges are in relation to implementation and what solutions they have developed.*

So the participants should collect together:

- The plans that they wrote originally, making mention of:
 - Importance of independent learning
 - Learning outcomes sought and how these relate to independent learning
 - Learning activities planned to enable learners to meet these outcomes
 - Resources that will be needed
 - The relationship to the learning theories studied
 - The challenges anticipated and how these will be overcome

- The evaluations that they write of the outcomes
- Where possible some examples of the students' work

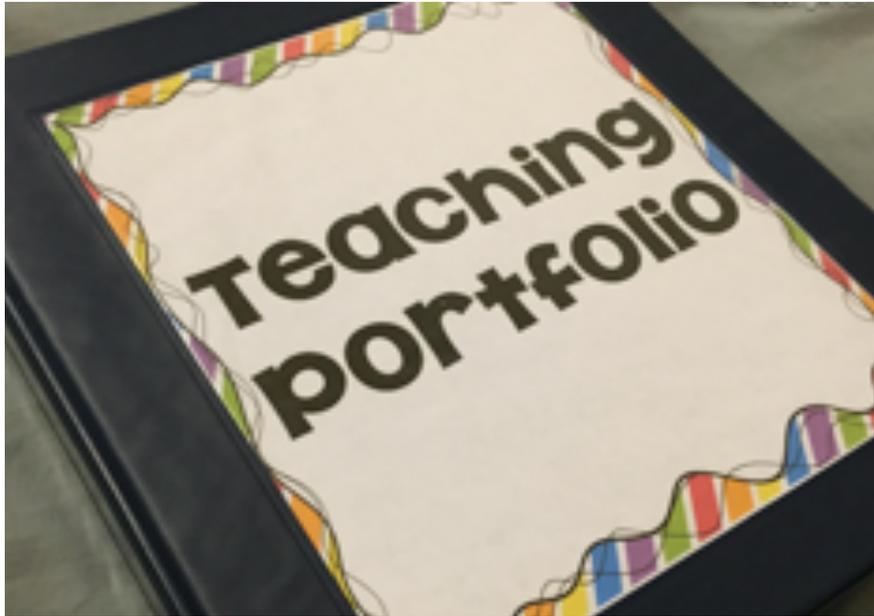
They are encouraged to work together with their headteacher or other colleagues in doing this. (This is not "cheating"! It is good professional practice.) In fact, the syllabus suggests that, "Where possible, participants should work with a colleague to observe the activity being implemented and discuss how it went."

The term "**portfolio**" is used to indicate that participants may choose a variety of methods to present the information. 'Portfolio' refers to a **collection** of things (written or pictorial) that illustrate compliance with the assessment requirements. These can be put together in a folder, tied or stapled together. It does not matter how they are presented.

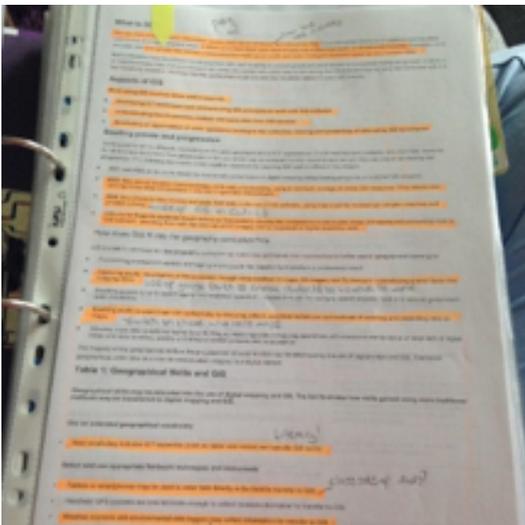
The term "**presentation**" is used to indicate that the requirements may be met **electronically** such as a PowerPoint presentation or collection of files and photographs. The presentation would contain the same sort of things in a portfolio, but would be in electronic form.

The focus of assessment is on the school-based activity. The portfolio or presentation merely give evidence of this. It is not a test, and participants do not have to submit a traditional "essay" in prose, or answer examination questions.

Examples of Portfolios and Presentations



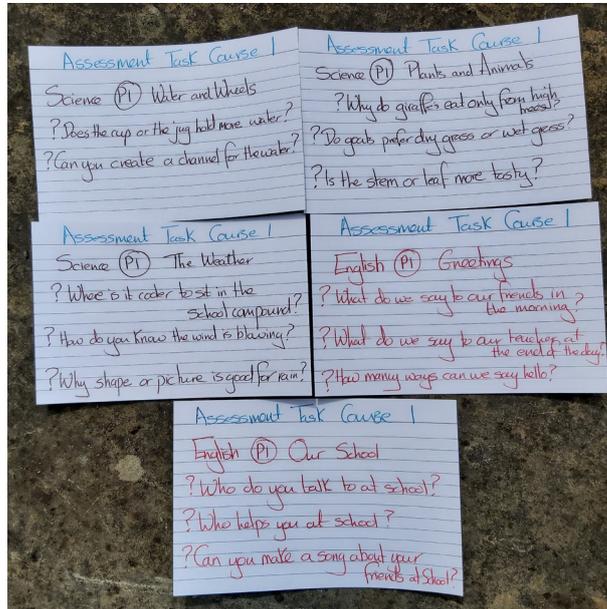
Folder or Booklet of classroom activities



Annotated Lesson Plans



Annotated examples of work from Learners



Example questions developed for course 1 Assessment Task

Course 2 Assessment Task.
Student Competencies across the curriculum.

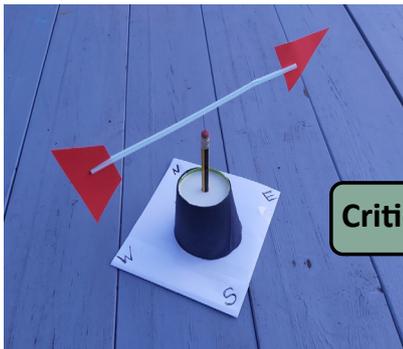
Critical Thinking.



Collaboration.



Communication.



Critical Thinking.



Photographs to evidence work done for Course 2 Assessment Task

9. Effective Course Delivery

Workbook for Teachers

It is important that this booklet is used well by teachers. They should not be afraid to write in it! Encourage teachers from the beginning of the programme to write notes in it, write questions and make lists. This Workbook WILL NOT be evaluated and is not part of the assessment processes. During the first module of each course, check that teachers are using the Workbook effectively. There is a space for each activity as well as general spaces for notes inside each module.



- **Ask questions** during whole group sessions, group, paired and individual working. General questions such as, 'Are you ok?' or 'How are you getting on?' are encouraging but are less likely to reveal misconceptions. You need to be more specific such as, 'Can you tell me about your answer here?' and 'What do you mean when you say...?'.
- **General observations.** Observe body language. Are some people distracted, looking away or seeming to be uncomfortable? Notice who is speaking and who is not. Who is asking and answering questions?
- **Create a time when teachers know that they can come and ask you questions** to aid their understanding. A useful time for this is over breaks or before and after the daily activities. Teachers need to feel that they can trust you, so do what you can to build their confidence in you by showing kindness, using encouraging phrases and positive body language and by getting to know them by name.

Tutor's Handbook

Similarly, the Tutor's Handbook is an important place to record ideas, write extra details and compose question prompts. You should, for example, add your own ideas to the boxes with the PowerPoint scripts within them and use the notes pages to record explanations of some of the Background Information. Your Handbook is also a place to record frequently asked questions from teachers. You should record which sessions within modules worked well and which needed extra time and explanation. Your Handbook provides some links to further reading if you are able to access the internet.



Checking for progress

It is important to find out how well teachers are understanding the course as you go along. You can do this in a number of ways:



- **Listen to discussions.** Is vocabulary correct for the topic? Are questions relevant? Is everybody joining in? Are teachers explaining to others correctly?
- **Watch presentations carefully.** Has the activity been carried out successfully? Is the summary relevant? Are key points addressed? Is there anything missing?

Managing Group Work

In order to ensure that teachers can ask questions, consolidate what they are learning and practice some skills, there are many opportunities within each module for group and paired work. To manage these effectively, the following strategies are useful:



- **Manage the time well.** Ensure teachers know how long they have for each task, tell them when they are halfway through their time and when they have '2 minutes left'.
- **Move around groups.** Sometimes just listen and observe and other times ask a few questions to stimulate discussions or to 'draw in' teachers who do not seem to be so engaged.

- **Manage group dynamics.** It is useful for some groups to be 'practiced', in other words, they are the same people in the groups for a number of activities. But it is also useful to mix groups up so that teachers benefit from working with a range of people. Pay attention to gender balance, both that there are males and females in each group and that women have an equal space and voice within groups.
- **Establish some rules for working in groups.** These could include: Taking turns, listening respectfully, asking questions, having clear goals. You could also assign roles such as: facilitator, recorder/reporter, leader, timekeeper.

Asking questions and giving feedback



An important aspect of engaging teachers and ensuring that they are making progress through this programme is by asking thoughtful questions. Asking teachers to explain their thinking will help you to understand how well teachers are interpreting the materials:

'Can you tell me why you did that?'

'Can you explain how you made this?'

'What do you think is the most important aspect of this?'

'When do you think you will be able to practice this? How? Why?'

It is useful to give feedback also that is both encouraging and focused on improvement. Saying 'Well done' and 'Thank you' is a good way to promote respect and will help teachers to feel valued. There are other phrases that will help teachers to keep thinking and improving:

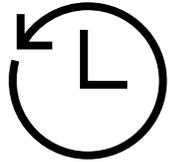
'I like the way you asked about....'

'That's a useful example of....'

'It's good that you have made the connection between.... and'

'Thank you for explaining that....'

Time Keeping



Each day (or module) is divided into 4 sessions. It is important that by the end of each day you have completed all the activities and have read through all the PowerPoint Slides. You will need to encourage people to attend the first session of the day on time and then to subsequently adhere to the times that you allocate for coffee and lunch breaks. There is a lot to get through each day and delaying the starting time for late comers for example will make the day difficult for everybody.

During activities, calculate how much time you can allow according to how much time there is within that session. Remember that as an activity concludes, allowing teachers to ask questions, give feedback and give presentations takes a significant amount of time, maybe even the same time as the activity itself.

A suggested timetable for the day:

Session One, 9am to 10:30am

Session Two, 11am to 12:30pm

Session Three, 1:30pm to 3pm

Session Four, 3:30pm to 4:30pm

