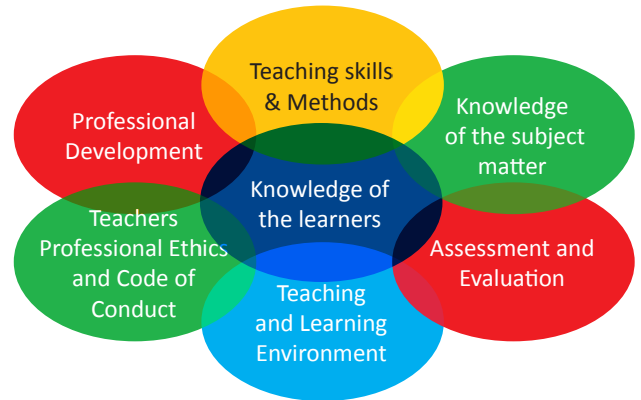


5. National Professional Standards for Teachers in South Sudan

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.