

# Initial Teacher Training Certificate

## Primary and Pre-Primary Syllabus and Guidance

South Sudan



# Introductions and Explanations

This booklet sets out the two-year Pre-Service Certificate programme for primary school teachers. Successful completion of this programme leads to Qualified Teacher Status (QTS).

There is a common first year programme for all student teachers. In the second year, student teachers can specialise in either Upper Primary (P4-8) or Pre-Primary and Lower Primary (ECD and P1-3)

**The reason for the specialisation is:**

- Pre-Primary and Primary 1-3 will be taught in a National Language, whilst Upper Primary will be taught in English, and the programme needs to reflect this
- Pre-Primary and Lower Primary teachers tend to teach all subjects to their class, whilst Upper Primary teachers

tend to specialise in one or more subject, and so the programmes need to reflect this

In each year the programme is divided into nine Professional Studies Courses and one Personal Studies Course. Each course is divided into a number of modules.

The programme is closely aligned and referenced to the 'Professional National Standards' (PNS) for teachers (Appendices pages 20 to 22) to ensure compliance with QTS.

**All course modules are provided in a separate document.**

## The module format

Each module of the programme is in the same format and sets out:

Learning Outcomes	The key learning expected by the end of the module
Key Concepts	The main ideas underpinning the module
Range and Activities	The extent of the study involved, and suggested learning activities
Related PNS	One of the PNS covered by the module
ITT Activity	An example of an activity to conduct with students
Classroom Activity	An example of an activity for students to conduct during Teaching Practice
References	Suggested further reading (for tutors and students)

## The approach

Each module outline includes a practical activity that can be used for micro-teaching and/or teaching practice and/or as a demonstration by the course tutor of a constructivist approach to teaching and learning.

Each module includes elements of lecture, group/pair work and self-study.

Preparation and follow-up activities for teaching practices are integrated across courses.

A variety of shorter and more substantial assignments and assessments are spread across courses in order to promote and reflect a focus on formative assessment as demonstrated in the National Curriculum. (Essays, personal reflections, presentations, posters, reports & tests.)

Regular one-to-one discussions, small group feedback and progress meetings are integrated into the programme timetable in order to support student teacher progress.

## How to use the 'ITT Activity'

In each module there is a short description of an activity that could take place as part of the delivery of this aspect of the course. These activities are only suggestions and are aimed at illustrating (in their totality) a range of approaches that ITTs should use in order to help student teachers achieve qualified teacher status. Each activity description is intended to last approximately an hour. The activity should not be seen as a rigid plan, but more as a possible structure for learning in this area.

Each activity is designed so that it reflects the pedagogy that is required in classrooms aimed at helping all learners reach learning outcomes.

## How to use the 'Classroom Activity'

In each module there is a short description of an activity that could be conducted in the classroom. These activities are only suggestions and are aimed at illustrating (in their totality) a range of approaches that can be used in the classroom to help learners reach learning outcomes. These classroom activities could also be conducted within ITT and used as micro-teaching activities so that learners are able to practise delivering activities such as these.

## How to use 'Classroom Activities in Detail'

These activities are to give student teachers further ideas for the teaching practices. They can also be used within ITT centres for practice as described above, but serve mainly to give student teachers a more detailed structure to delivering a lesson effectively. A few examples are provided in this guidance document in the Appendices from page 23, and further ideas will be added over time.

An example of a module is shown below.

### Course 3: Class Management

Certificate: Year 1		
Course 3: Classroom Management	Module 1: Class Management	? hours
This module explores the techniques that teachers require in order to manage a class		
Learning outcomes		
By the end of the module, teachers will be able to:		
<ul style="list-style-type: none"> <li>• Understand the key principles of classroom management</li> <li>• Be aware of a range of classroom management strategies</li> <li>• Organise some classroom activities to maximise learning</li> <li>• Select some appropriate strategies for some different types of learning and situations</li> </ul>		
Term	Key Concepts	Range and activities
	Principles of classroom management	Work in a group to research a range of sources on classroom management. Make a presentation that summarises the key principles.
	Different strategies are needed for different situations	Work in a group to identify the key strategies of classroom management and relate these to the different situations.
	Activities need to be organised in order to maximise learning	Work in pairs or a group to organise some classroom activities that involve different strategies for some different types of learning and situations. Where possible, work in pairs to teach some of these to a group or class and evaluate the impact.

**Related Professional National Standards:**  
5.3 Teachers create learning situations in which learners work independently, collaboratively or as a whole class.

**ITT Activity**  
Ask students to work in a small group to write a list of 4 'events' in the classroom such as entering the classroom, starting a lesson, organising paired work or an individual child continually shouting out disrespectful remarks. Then ask each group to pass their list to another group. Each group should now choose one 'event' and discuss and write down 4 possible strategies to manage it. Each group should finally pass their 4 classroom management strategies to another group who should then match these to another event in the classroom. Structuring the activity in this way will highlight the fact that there are a number of different strategies which can be used in one situation and that each strategy is likely to be useful in a number of different situations.

**Classroom Activity**  
Students should choose one classroom management strategy that they would like to practise and implement in the classroom during their teaching practice. They should record their progress towards implementing their chosen strategy effectively. They should write down key related phrases that are useful in the classroom, what the challenges are in relation to implementing this strategy and what solutions they have been able to develop. Students should seek to watch other teachers implement this strategy where possible.

**References**  
Cangelosi JS (2014) *Classroom Management Strategies*, Wiley  
Wragg EC (2005) *The Art and Science of Teaching*, Routledge

Expected learning by the end of the module

The key ideas underpinning the module

Activity for tutors to use with students

Further reading for tutors and students

The extent of the study involved, and suggested learning activities

Relevant PNS

Activities for students to use with learners in school

# Introductions and Explanations

## Balancing and blending lecture, group work (seminar), micro-teaching, One-to-one and self-study.

It is important that during the certificate programme, student teachers are given a range of opportunities to develop their professional knowledge and understanding and practice. It is up to the ITT institution or college to craft a schedule and timetable so that each of these elements is incorporated.

**Lectures:** These are a formal setting for tutors to disseminate materials and train teachers, but they should still feature interactive opportunities for student teachers to participate through quality questioning and a range of discussion and reflection points.

**Group work:** This may take the form of a seminar or smaller lecture where there is a greater emphasis on student teachers working together to explore and investigate a particular theme or project. Sometimes described as Inquiry Based Learning or Problem Based Learning, student teachers should be provided with initial ideas or essential pieces of information from which they should conduct their own investigation resulting in an agreed piece of work. It is important that tutors 'check in' on projects to ensure progress, just as we promote on-going classroom-based formative assessment.

**Micro-teaching:** This is a useful technique for student teachers to adopt during their studies so that they are able to improve their skills relating to the delivery of lessons. Practising delivering lessons in this way (even if it is with fellow student teachers!) is particularly useful to develop the skills of quality questioning, managing group work and practising formative assessments.

**One to one:** This is an opportunity for course tutors to better understand the needs and interests of individual student teachers. This will help both tutor and student teacher to ensure that progress towards certification is on track and that adjustments to course modules and teaching practices are developed as appropriate.

**Self-study:** This is very important in helping student teachers to develop independence and for them to be able to follow a line of inquiry that is of particular interest to themselves as individuals. Self-study might also involve student teachers completing a 'Learning Journal' so that they are able to record and monitor their own progress towards certification. Promoting a reflective attitude to their studies is a useful approach as it promotes the fact that learning to be a teacher is an ongoing process.

## Timetabling

There are several issues that need to be considered when deciding how to timetable the overall Certificate Programme.

- The courses do not have to be taught in the order they appear in the syllabus
- The modules do not necessarily have to be taught in the same order that they appear in the syllabus
- It is not necessary to complete all the modules in one course before starting the next course
- Some modules should come before/after Teaching Practices
- Time should be dedicated to preparing student teachers for their Teaching Practice and time should be dedicated after Teaching Practices for student teachers to reflect, review and evaluate what took place during their Teaching Practice
- Links should be sought within and between courses and modules - and some could be taught together
- Some aspects of some modules should be interwoven through other modules for revision purposes
- Student teachers must be given time for self-study within courses and modules
- There should be some flexibility of timetabling to allow response to student or school needs
- In Year 2, some parts of Upper and Primary courses could be taught together

## Assignments and Assessments

These will include essays, portfolios, personal reflections (learning journals), lesson and unit planning, presentations, reports and observations of teaching.

Observations of teaching will be based upon the observation schedule used by School Inspectors. The format for these observations is provided in the Appendices on pages 30 - 31.

The Inspection Framework and Guidance document provides all further details relating to School Inspection. This is available separately to this ITT Guidance document.

## School Practice - timetable and guidance

A new schedule for Teaching Practices has been developed in recognition of the value that this adds to the quality of the teacher training experience.

### Orientation Weeks

These do not require external supervision. Each Orientation week should have a clear focus as indicated in the table below. Orientation weeks should be planned and prepared during the course. Follow-up work is also important so that student teachers reflect and evaluate what they observed during their time in schools. Student teachers should have clear expectations of what they have to achieve during the orientation week. During one of the modules, they should study the Ministry's Teachers' Code of Conduct as well as Standard 7 in particular from the National Professional Standards in South Sudan, 'Teaching as a Profession.'

### Teaching Practice

Student teachers should be given self-study time, guided tutorials and direct instructions relating to plans and preparations for their Teaching Practices. Tutors should monitor plans so that student teachers have clear objectives and coherent strategies to evaluate the effectiveness of their teaching. Plans should be put in place to ensure that adequate support and guidance is given to student teachers during their time in schools.

In order to maximise the effectiveness of the time that student teachers spend in schools, follow-up reviews and reflections should be timetabled into the course. Follow-up activities should include sharing with other student teachers challenges that were faced and a discussion about possible solutions. Other follow-up activities might include the creation of targets for the next Teaching Practice, a report or essay about learning theories in the context of school practices or a presentation to other student teachers about a Child Study.

Formats for Lesson Observations should be shared with student teachers so that they know what to expect. Lesson Observation tools could be adapted from the Ofsted Inspection Framework where there is an important focus on how the new curriculum is implemented and what learners achieve rather than 'criticisms' of student teachers.

## School Partnership Agreements

School Partnership Agreements (or something similar) should be established between schools and teacher training institutions and colleges. These should clearly establish what is expected from the student teacher, the school and external supervisor and the Head Teacher. All parties should agree and sign this document to promote a commitment to supporting student teachers, ensuring safe and fair practices. This document might also include particular aspects of the Child Friendly School guidance so that student teachers are reminded of child protection issues.

## Teaching Practice Schedule

	Term One	Term Two	Term Three
<b>Year 1</b>	1-week Orientation with a focus on Classroom Management. No formal observations.	1-week Orientation with a focus on one aspect of professional studies. No formal observation.	1-week Orientation with a focus on a contrasting element of professional studies. 1 taught lesson – internal supervision and observation.
<b>Year 2</b>	4-week Teaching Practice. (2-week Orientation and 2 weeks teaching.) Internal supervision and observation.	1-week Orientation focusing on specialist syllabus subject or ECD Learning Area. 1 taught lesson with internal supervision.	6-week teaching practice. (2-week Orientation and 4 weeks teaching.) Internal and external supervision and assessment.

# Appendices

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## Primary Certificate Programme Overview

### Pre-Service Certificate Programme Year 1 Pre-Primary/Lower-Primary and Upper Primary Professional Studies Courses

		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	
Psychology and sociology of learning – with a focus on young children	The art and science of teaching (pedagogy)	How to manage the class and provide the right environment	How do young children learn to speak, listen, read and write?	What are the key features of the SS School and ECD curriculum?	The background and key approaches to the subject	A focus on inclusion, special educational needs and gender equity	How do we find out if learners have achieved the learning outcomes?	The role of the teacher in and out of school	Units to promote personal development & own education
<ol style="list-style-type: none"> <li>1. Learning theories</li> <li>2. Knowledge skills and understanding</li> <li>3. Higher Order thinking Skills</li> <li>4. The importance of interest, relationships &amp; connections</li> <li>5. Learning through play</li> <li>6. First-hand experiences and active learning</li> </ol>	<ol style="list-style-type: none"> <li>1. Creating learning opportunities</li> <li>2. Questioning creativity &amp; independence</li> <li>3. Encouraging independence</li> <li>4. A repertoire of strategies</li> <li>5. The 3 principles of planning</li> <li>6. Motivation and self-regulation</li> </ol>	<ol style="list-style-type: none"> <li>1. Class management</li> <li>2. Pair and group work</li> <li>3. Creating learning environments</li> <li>4. Using Text Books</li> </ol>	<ol style="list-style-type: none"> <li>1. Theory background &amp; the importance of talk</li> <li>2. Learning in a national language</li> <li>3. Pre-reading &amp; Pre-writing</li> <li>4. Early reading</li> <li>5. Early writing</li> <li>6. The transition to English</li> </ol>	<ol style="list-style-type: none"> <li>1. Aims of education in SS</li> <li>2. Curriculum Framework</li> <li>3. The four Competencies</li> <li>4. Overviews and syllabus formats</li> <li>5. Cross-cutting issues</li> <li>6. Integrated subjects</li> </ol>	<ol style="list-style-type: none"> <li>1. ECD Areas</li> <li>2. Primary subjects</li> </ol>	<ol style="list-style-type: none"> <li>1. Special educational needs and disabilities (SEND)</li> <li>2. Gender equity</li> <li>3. Guidance and counseling</li> <li>4. Creating inclusive environments</li> </ol>	<ol style="list-style-type: none"> <li>1. Principles of assessment</li> <li>2. Using learning outcomes</li> <li>3. Assessment methods</li> <li>4. Using assessment to improve learning</li> <li>5. Keeping records</li> </ol>	<ol style="list-style-type: none"> <li>1. National Professional Standards</li> <li>2. Working with parents</li> <li>3. The teacher in the community</li> <li>4. Keeping children safe</li> <li>5. Administration</li> </ol>	<ol style="list-style-type: none"> <li>1. Course intro</li> <li>2. Study skills</li> <li>3. ICT</li> <li>3. History or Philosophy of Ed</li> <li>4. SS Culture and heritage</li> <li>5. Elective subject study</li> <li>6. National &amp; International initiatives</li> </ol>

# Primary Certificate Programme Overview

## Pre-Service Certificate Programme Year 2 Pre-Primary/Lower-Primary

Pre-Service Certificate Programme Year 2 Pre-Primary/Lower-Primary									
Professional Studies Courses									
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	Personal Studies course
Psychology and sociology of learning – with a focus on young children	The art and science of teaching (pedagogy)	How to manage a class and provide the right environment	Developing literacy skills	What are the key features of the SS School and ECD curriculum?	The background and key approaches to the ECD Areas and subjects	A focus on inclusion, special educational needs and gender equity	How do we find out if learners have achieved the learning outcomes?	The role of the teacher outside of the classroom	Units to promote personal development & own education
<ol style="list-style-type: none"> <li>1. Learning theories</li> <li>2. Knowledge, skills and understanding</li> <li>3. Higher Order thinking Skills</li> <li>4. The importance of interest, enjoyment &amp; relationships</li> <li>5. Learning through play</li> <li>6. First-hand experiences and active learning</li> </ol>	<ol style="list-style-type: none"> <li>1. Creating learning opportunities</li> <li>2. Questioning creativity &amp; independence</li> <li>4. A repertoire of strategies</li> <li>5. The 3 principles of planning</li> <li>6. Social and Emotional Learning (SEL)</li> </ol>	<ol style="list-style-type: none"> <li>1. Class management</li> <li>2. Creating learning environments</li> <li>3. Using Text Books</li> <li>4. Managing resources including educational technology</li> </ol>	<ol style="list-style-type: none"> <li>1. Learning in a national language</li> <li>2. Speaking &amp; listening</li> <li>3. Pre-reading &amp; Pre-writing</li> <li>4. Early reading &amp; writing</li> <li>5. The transition to English</li> </ol>	<ol style="list-style-type: none"> <li>1. Competencies</li> <li>2. Learning Outcomes</li> <li>3. School programmes</li> </ol>	<ol style="list-style-type: none"> <li>1. The 7 ECD Areas</li> <li>2. The Primary subjects</li> </ol>	<ol style="list-style-type: none"> <li>1. SEND</li> <li>2. AES Programmes</li> <li>3. Gender equity</li> <li>4. Creating inclusive environments</li> </ol>	<ol style="list-style-type: none"> <li>1. Using learning outcomes</li> <li>2. Assessment methods (including examinations)</li> <li>3. Using assessment to improve learning</li> <li>4. Keeping and analysing assessment records</li> </ol>	<ol style="list-style-type: none"> <li>1. National Professional Standards &amp; Code of Ethics</li> <li>2. Working with parents and the community</li> <li>3. School Inspection</li> <li>4. School Clusters</li> <li>5. Keeping children safe</li> </ol>	<ol style="list-style-type: none"> <li>1. Teacher as researcher</li> <li>2. Comparative education</li> <li>3. Contemporary issues in education</li> <li>4. Two Elective Subjects – chosen from Learning Areas and Subjects to study in more depth</li> </ol>

## Pre-Service Certificate Programme Year 2 Upper Primary

Pre-Service Certificate Programme Year 2 Upper Primary									
Professional Studies Courses									
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	Personal Studies course
Psychology and sociology of learning	The art and science of teaching (pedagogy)	How to manage the class and provide the right environment	How do children learn to speak, listen, read and write?	What are the key features of the SS School curriculum?	The background and key approaches to the subjects	A focus on inclusion, special educational needs and gender equity	How do we find out if learners have achieved the learning outcomes?	The role of the teacher outside of the classroom	Modules to promote personal development & own education
<ol style="list-style-type: none"> <li>1. Learning theories</li> <li>2. Knowledge skills and understanding</li> <li>3. Higher Order thinking Skills</li> <li>4. The importance of interest, enjoyment &amp; relationships</li> <li>5. First-hand experiences &amp; active learning</li> </ol>	<ol style="list-style-type: none"> <li>1. Creating learning opportunities</li> <li>2. Questioning creativity &amp; independence</li> <li>4. The three principles of planning</li> <li>5. Motivation and self-regulation</li> </ol>	<ol style="list-style-type: none"> <li>1. Class management</li> <li>2. Using textbooks</li> <li>3. Pair and group work</li> <li>4. Managing resources including educational technology</li> </ol>	<ol style="list-style-type: none"> <li>1. Speaking &amp; listening</li> <li>2. The transition to English</li> <li>3. Extending literacy skills</li> </ol>	<ol style="list-style-type: none"> <li>1. Competencies</li> <li>2. Cross-cutting issues</li> <li>3. Learning Outcomes</li> <li>4. School programmes</li> </ol>	<ol style="list-style-type: none"> <li>1. Nat Lang</li> <li>2. English</li> <li>3. Maths</li> <li>4. SST</li> <li>5. Science</li> <li>6. RE</li> <li>7. The Arts</li> <li>8. PE</li> <li>9. Arabic</li> </ol>	<ol style="list-style-type: none"> <li>1. SEND</li> <li>2. AES programmes</li> <li>3. Gender equity</li> <li>4. Creating inclusive environments</li> </ol>	<ol style="list-style-type: none"> <li>1. Using learning outcomes</li> <li>2. Assessment methods</li> <li>3. Using assessment to improve learning</li> <li>4. Keeping and analysing assessment records</li> <li>5. Public Examinations</li> </ol>	<ol style="list-style-type: none"> <li>1. National Professional Standards &amp; Code of Ethics</li> <li>2. Working with parents and the community</li> <li>3. School Inspection</li> <li>4. School Clusters</li> <li>5. Keeping children safe</li> </ol>	<ol style="list-style-type: none"> <li>1. Teacher as researcher</li> <li>2. Comparative education</li> <li>3. Contemporary issues in education</li> <li>4. Two elective Subjects – chosen from Learning Areas and Subjects to study in more depth</li> </ol>

# Primary Certificate Programme – Course Outlines

Certificate		
Course 1: How children learn		
Psychology and sociology of learning – with a focus on primary school children		
Year 1	Year 2 ECD and Lower Primary	Year 2 Upper Primary
<p>The background theory to the nature of learning</p> <p><i>Students will be able to:</i></p> <ul style="list-style-type: none"> <li>Understand the three key theories of learning</li> <li>Understand how the theories and research underpin what happens in the classroom</li> <li>Understand the nature of knowledge, understanding and skills and the differences between them</li> <li>Understand why critical thinking and problem solving are key parts of the SS curriculum</li> <li>Understand why these are important to the learning process</li> <li>Identify opportunities for critical thinking and problem solving in the syllabuses</li> <li>Understand the importance of interest and enjoyment to learning</li> <li>Understand how song, rhyme and movement can contribute to the emotional and social development of the child within this context</li> <li>Understand why first hand experiences and active learning are important with the SS curriculum</li> <li>Recognise in syllabuses some of the learning that will require first hand experiences and active learning</li> <li>Design some learning activities that involve first hand experiences and active learning</li> </ul>	<p>Application of this theory in the context of the ECD and Lower Primary curriculum</p> <p><i>Students will be able to:</i></p> <ul style="list-style-type: none"> <li>Be aware of the importance of recent research into the brain</li> <li>Identify how recommended teaching approaches reflect the learning theories</li> <li>Understand the importance of Bloom’s taxonomy and conceptual understanding</li> <li>Understand concept formation and deep and surface learning</li> <li>Understand the nature of HOTS</li> <li>Understand Webb’s “Depth of Knowledge” analysis and its connection to Bloom’s taxonomy</li> <li>Understand the importance of interest, enjoyment and relationships to learning</li> <li>Plan and prepare a variety of learning experiences that enable children to develop through individual and group play, developing their independence</li> <li>Understand the importance of first hand experiences and active learning to HOTS, and relate this to the theory</li> <li>Recognise in syllabuses the types of learning that will require first hand experiences and active learning</li> <li>Design and deliver learning activities within the ECD and Lower Primary curriculum that that involve the above</li> </ul>	<p>Application of this theory in the context of the Upper Primary curriculum</p> <p><i>Students will be able to:</i></p> <ul style="list-style-type: none"> <li>Be aware of the importance of recent research into the brain</li> <li>Identify how recommended teaching approaches reflect the learning theories</li> <li>Understand the importance of Bloom’s taxonomy and conceptual understanding</li> <li>Understand concept formation and deep and surface learning</li> <li>Understand the nature of HOTS</li> <li>Understand Webb’s “Depth of Knowledge” analysis and its connection to Bloom’s taxonomy</li> <li>Understand the importance of interest, enjoyment and relationships to learning</li> <li>Plan and prepare a variety of learning experiences that enable children to develop through individual and group activities, developing their independence</li> <li>Understand the importance of first hand experiences and active learning to HOTS, and relate this to the theory</li> <li>Recognise in syllabuses the types of learning that will require first hand experiences and active learning</li> <li>Design and deliver learning activities within the Upper Primary curriculum that that involve the above</li> </ul>

Certificate		
Course 2: Teaching and Learning		
The art and science of teaching		
Year 1	Year 2 ECD and Lower Primary	Year 2 Upper Primary
<p>The background theory and practice of teaching approaches</p> <p><i>Students will be able to:</i></p> <ul style="list-style-type: none"> <li>Understand the nature of learning opportunities for different forms of learning</li> <li>Understand the importance of questioning and relate this to the theories of learning in Course 1</li> <li>Understand that there are different sorts of questions (open, closed etc)</li> <li>Understand what is meant by creativity in the school context</li> <li>Design some learning activities that promote creativity</li> <li>Understand why it is important for learners to have some independence in the learning, and why the SS Curriculum Framework requires this</li> <li>Understand why different strategies are needed for different situations</li> <li>Identify the approaches need for some different situations and parts of the curriculum</li> <li>Understand and apply the three principles</li> <li>Understand the importance of motivation to learning</li> <li>Distinguish between different sorts of motivation</li> <li>Understand that stress demotivates learners</li> <li><b>Design some learning opportunities relating to the above theory</b></li> </ul>	<p>Application of this theory and practice in the context of the ECD and Lower Primary curriculum</p> <p><i>Students will be able to:</i></p> <ul style="list-style-type: none"> <li>Understand the nature of learning opportunities for different forms of learning in ECD and Lower Primary</li> <li>Understand the range of opportunities that can be created</li> <li>Devise and use the different forms of questioning in Course 1</li> <li>Devise questions that promote the higher levels of learning in a range of situations in the ECD and Lower Primary curriculum</li> <li>Understand how to develop creativity in the school context</li> <li>Design learning activities that promote creativity across a wide range of subjects</li> <li>Understand where independence is helpful and possible, and how it can be promoted</li> <li>Understand why different strategies are needed for different situations</li> <li>Identify the approaches need for different situations and parts of the curriculum</li> <li>Build up a repertoire of strategies for classroom use</li> <li>Understand and apply the three principles in the context of the ECD and Lower Primary curriculum</li> <li>Understand how to motivate students to learn</li> <li>Understand that stress demotivates learners</li> <li><b>Design a range of learning opportunities relating to the above theory within the ECD and Lower Primary Curriculum</b></li> </ul>	<p>Application of this theory and practice in the context of the Upper Primary curriculum</p> <p><i>Students will be able to:</i></p> <ul style="list-style-type: none"> <li>Understand the nature of learning opportunities for different forms of learning in Upper Primary</li> <li>Understand the range of opportunities that can be created</li> <li>Devise and use the different forms of questioning in Course 1</li> <li>Devise questions that promote the higher levels of learning in a range of situations in the Upper Primary curriculum</li> <li>Understand how to develop creativity in the school context</li> <li>Design learning activities that promote creativity across a wide range of subjects</li> <li>Understand where independence is helpful and possible, and how it can be promoted</li> <li>Understand why different strategies are needed for different situations</li> <li>Identify the approaches need for different situations and parts of the curriculum</li> <li>Build up a repertoire of strategies for classroom use</li> <li>Understand and apply the three principles in the context of the Upper Primary curriculum</li> <li>Understand how to motivate students to learn</li> <li>Understand that stress demotivates learners</li> <li><b>Design a range of learning opportunities relating to the above theory within the Upper Primary Curriculum</b></li> </ul>

# Primary Certificate Programme – Course Outlines

## Certificate

### Course 3: Classroom Management

#### How to manage a class and provide the right environment

Year 1	Year 2 ECD and Lower Primary	Year 2 Upper Primary
<p>The background theory and basic approaches to classroom management</p> <p><i>Students will:</i></p> <ul style="list-style-type: none"> <li>Understand the key principles of classroom management</li> <li>Be aware of a range of classroom management strategies</li> <li>Organise some classroom activities to maximise learning</li> <li>Select some appropriate strategies for some different types of learning and situations</li> <li>Understand the reasons why pair and group work are important</li> <li>Understand the sorts of learning that are best achieved through paired and group work</li> <li>Select some appropriate learning outcomes, and design some pair and group work activities to promote these.</li> <li>Understand the importance of creating enabling learning environments</li> <li>Understand the features that make up a learning environment</li> <li>Create a aspects of a classroom environment to promote learning</li> <li>Understand the layout and design of the South Sudan textbooks and Teacher Guides</li> <li>Relate the textbooks to the syllabus units and learning outcomes</li> <li>Design some lessons that include use of textbooks</li> <li>Design some activities that extend learning beyond the textbooks</li> </ul>	<p>Application of this these approaches in the context of the ECD and Lower Primary curriculum</p> <p><i>Students will be able to:</i></p> <ul style="list-style-type: none"> <li>Apply the key principles of classroom management in the context of ECD and Lower Primary classes</li> <li>Use a range of classroom management strategies</li> <li>Organise a classroom to maximise learning</li> <li>Select appropriate strategies for different types of learning and situations in ECD and Lower Primary classes</li> <li>Understand the reasons why pair and group work are important and apply this in the context of Lower Primary classes</li> <li>Recognise the sorts of learning that are best achieved through paired and group work</li> <li>Design some pair and group work activities to promote appropriate learning in the ECD and Lower Primary curriculum.</li> <li>Understand the importance of creating enabling learning environments</li> <li>Understand the features that make up a learning environment</li> <li>Create a classroom environment to promote learning in ED and Lower Primary classes</li> <li>Understand the layout and design of the South Sudan textbooks and Teacher Guides</li> <li>Relate the textbooks to the syllabus units and learning outcomes</li> <li>Design a range of lessons that include use of textbooks from the Lower Primary Curriculum</li> <li>Design a range activities that extend learning beyond the textbooks</li> </ul>	<p>Application of these approaches in the context of the Upper Primary curriculum</p> <p><i>Students will be able to:</i></p> <ul style="list-style-type: none"> <li>Apply the key principles of classroom management in the context of Upper Primary classes</li> <li>Use a range of classroom management strategies</li> <li>Organise a classroom to maximise learning</li> <li>Select appropriate strategies for different types of learning and situations in Upper Primary classes</li> <li>Understand the reasons why pair and group work are important and apply this in the context of Upper Primary classes</li> <li>Recognise the sorts of learning that are best achieved through paired and group work</li> <li>Design some pair and group work activities to promote appropriate learning in the Upper Primary curriculum.</li> <li>Understand the importance of creating enabling learning environments</li> <li>Understand the features that make up a learning environment</li> <li>Create a classroom environment to promote learning in Upper Primary classes</li> <li>Understand the layout and design of the South Sudan textbooks and Teacher Guides</li> <li>Relate the textbooks to the syllabus units and learning outcomes</li> <li>Design a range of lessons that include use of textbooks from the Upper Primary Curriculum</li> <li>Design a range activities that extend learning beyond the textbooks</li> </ul>

## Certificate

### Course 4: Language Development

#### Developing literacy skills

Year 1	Year 2 ECD and Lower Primary	Year 2 Upper Primary
<p>The background theory to the nature of learning</p> <p><i>Students will:</i></p> <ul style="list-style-type: none"> <li>Be aware of the four key theories of language development:</li> <li>Understand why the semantic-cognitive theory is now most widely accepted</li> <li>Be able to relate the theory to promoting language development in the classroom</li> <li>Understand the reasons for learning to read a write in a national language before transitioning to English</li> <li>Understand the linguistic demands and key teaching and learning approaches of at least one of South Sudan's national languages</li> <li>Understand the principles of pre-reading and pre-writing activities</li> <li>Understand the advice given for these activities in the South Sudan ECD curriculum guidance</li> <li>Understand that children of any age need these activities before they can learn to read and write</li> <li>Plan some pre-reading and pre-writing activities</li> <li>Understand what is involved in the development of early reading skills</li> <li>Understand the requirements of the SS curriculum in terms of early reading</li> <li>Plan some learning activities that will promote early reading skills</li> <li>Make some use of the SS textbooks to promote reading</li> <li>Understand what is involved in the development of early writing skills</li> <li>Understand the requirements of the SS curriculum in terms of early writing</li> <li>Plan some learning activities that will promote early writing skills</li> <li>Make some use of the SS textbooks to promote writing</li> <li>Understand challenges facing young people in the transition to English and the language of instruction</li> <li>Understand how to support learners in the transition year and beyond</li> </ul>	<p>Application of this theory in the context of the ECD and Lower Primary curriculum</p> <p><i>Students will be able to:</i></p> <ul style="list-style-type: none"> <li>Apply the key teaching and learning approaches for learning in at least one national language to a range of learning areas and subjects in the ECD and Lower Primary Curriculum</li> <li>Understand the principles of pre-reading and pre-writing activities</li> <li>Understand the advice given for these activities in the South Sudan ECD curriculum guidance</li> <li>Understand that children of any age need these activities before they can learn to read and write</li> <li>Plan pre-reading and pre-writing activities for a series of lessons</li> <li>Recognise the progress that children make through these activities</li> <li>Understand the requirements of the SS curriculum in terms of early reading</li> <li>Plan learning activities that will promote early reading skills</li> <li>Use the SS textbooks effectively to promote reading</li> <li>Recognise the stages of reading acquisition</li> <li>Understand the requirements of the SS curriculum in terms of early writing</li> <li>Plan learning activities that will promote early writing skills</li> <li>Use the SS textbooks effectively to promote writing</li> <li>Recognise the stages of writing acquisition</li> <li>Understand challenges facing young people in the transition to English and the language of instruction</li> <li>Understand how to support learners in the transition year and beyond</li> </ul>	<p>Application of this theory in the context of the UP curriculum</p> <p><i>Students will be able to:</i></p> <ul style="list-style-type: none"> <li>Understand how the semantic-cognitive theory underpins deeper understanding</li> <li>Relate the theory to promoting language development in the classroom</li> <li>Design higher order learning activities that involve discussion within the Upper Primary syllabuses</li> <li>Understand challenges facing young people in the transition to English and the language of instruction</li> <li>Support learners in the transition year and beyond</li> <li>Understand the need to support the development of literacy skills whatever subject they teach</li> <li>Use a range of strategies to support the extension of literacy skills within their subject</li> </ul>

# Primary Certificate Programme – Course Outlines

Certificate		
Course 5: Curriculum Expectations		
The key features of the South Sudan School Curriculum		
Year 1	Year 2 ECD and Lower Primary	Year 2 Upper Primary
<p>The background theory and basic approaches to classroom management</p> <p><i>Students will:</i></p> <ul style="list-style-type: none"> <li>Understand the importance of the four aims</li> <li>Understand the implications of these aims for teaching and learning</li> <li>Understand how the Curriculum Framework puts the subjects into a broader context</li> <li>Understand the guidance given in the Curriculum Framework</li> <li>Understand the four competencies and why they are in the curriculum</li> <li>Understand that these apply to ECD as well as primary school</li> <li>Understand the relationship of the competencies to the primary subjects</li> <li>Design some learning activities to promote one of the competencies</li> <li>Understand how the subject syllabuses have been planned to identify key learning each year, and provide progress form P1 to S4</li> <li>Understand how the sections of the syllabus units relate to each other</li> <li>Understand the importance of the three cross-cutting issues and how these relate to the subjects</li> </ul>	<p>Application of this these approaches in the context of the ECD and Lower Primary curriculum</p> <p><i>Students will be able to:</i></p> <ul style="list-style-type: none"> <li>Recognise the four competencies within the ECD and Primary curriculum and textbooks</li> <li>Design learning activities that will promote the competencies in a range of Learning Areas and subjects</li> <li>Recognise the learning outcomes in textbooks activities</li> <li>Distinguish between the three forms of outcome</li> <li>Design learning activities to promote each of the three forms across a range of subjects</li> <li>Understand the reason for and scope of schools programmes</li> <li>Understand the National Guidance on School Programmes</li> <li>Promote a school programme within a school</li> </ul>	<p>Application of these approaches in the context of the Upper Primary curriculum</p> <p><i>Students will be able to:</i></p> <ul style="list-style-type: none"> <li>Recognise the four competencies within the Upper Primary curriculum and textbooks</li> <li>Design learning activities that will promote the competencies in a range of Upper Primary subjects</li> <li>Recognise the learning outcomes in textbooks activities</li> <li>Distinguish between the three forms of outcome</li> <li>Design learning activities to promote each of the three forms across a range of subjects in the Upper Primary curriculum</li> <li>Understand the reason for and scope of school programmes</li> <li>Understand the National Guidance on School Programmes</li> <li>Promote a school programme within a school</li> </ul>

Certificate		
Course 6: ECD Learning Areas and Primary Subjects		
The background and key approaches to the subjects and Learning Areas		
Year 1	Year 2 ECD and Lower Primary	Year 2 Upper Primary
<p>The background theory and basic approaches to Learning Areas and subjects</p> <p><i>Students will be:</i></p> <ul style="list-style-type: none"> <li>Familiar with the seven ECD Learning Areas</li> <li>Familiar with the key approaches to each Area</li> <li>Able to design some activities within some of the Areas</li> <li>Familiar with the Primary Subjects</li> <li>Familiar with the key approaches to each Subject</li> <li>Able to design some activities within some of the Subjects</li> </ul>	<p>Application of this these approaches in the context of the ECD and Lower Primary curriculum</p> <p><i>Students will:</i></p> <ul style="list-style-type: none"> <li>Understand the key approaches and resources needed for each Area</li> <li>Be able to design learning activities for all of the Areas</li> <li>Understand the key approaches and resources needed for the primary subjects</li> <li>Be able to design learning activities for all of the subjects at the Lower Primary level</li> </ul>	<p>Application of these approaches in the context of the Upper Primary curriculum</p> <p><i>Students will:</i></p> <ul style="list-style-type: none"> <li>Understand the key approaches and resources needed for four Upper Primary Subjects</li> <li>Be able to design learning activities for all of the Areas</li> </ul>



# Primary Certificate Programme – Course Outlines

Certificate		
Course 7: Special Educational Needs and Disabilities (SEND)		
The background and key approaches to supporting learners who have special educational needs or disabilities		
Year 1	Year 2 ECD and Lower Primary	Year 2 Upper Primary
<p>Introduction to SEND and inclusive environments</p> <p><i>Students will be:</i></p> <ul style="list-style-type: none"> <li>Familiar with the range of special needs they might encounter</li> <li>Aware of the sorts of programmes and approaches that can help address these needs</li> <li>Familiar with the issues surrounding gender equity in schools</li> <li>Aware of the programmes that exist to promote gender equity</li> <li>Understand the key features and importance of an inclusive environment</li> </ul>	<p>Programmes and approaches to meet special educational needs in the context of the ECD and Lower Primary Curriculum</p> <p><i>Students will:</i></p> <ul style="list-style-type: none"> <li>Identify different special needs they might encounter</li> <li>Design programmes and approaches that can help address these needs in ECD and Lower Primary</li> <li>Understand the issues surrounding gender equity in schools</li> <li>Be aware of the approaches that are necessary to promote gender equity in ECD and Lower Primary</li> <li>Understand the need for offering guidance or counselling</li> <li>Be aware of the key strategies and approaches for offering guidance and counselling to ECD and Lower Primary Learners</li> <li>Understand the key features and importance of an inclusive environment</li> <li>Be able to create an inclusive environment in the classroom</li> </ul>	<p>Programmes and approaches to meet special educational needs in the context of the Upper Primary Curriculum</p> <p><i>Students will:</i></p> <ul style="list-style-type: none"> <li>Identify different special needs they might encounter</li> <li>Be able to design programmes and approaches that can help address these needs in Upper Primary</li> <li>Understand the issues surrounding gender equity in schools</li> <li>Be aware of the approaches that are necessary to promote gender equity in Upper Primary</li> <li>Understand the need for offering guidance or counselling</li> <li>Be aware of the key strategies and approaches for offering guidance and counselling to Upper Primary Learners</li> <li>Understand the key features and importance of an inclusive environment</li> <li>Be able to create an inclusive environment in the classroom</li> </ul>

Certificate		
Course 8: Assessment		
A study of the range of assessment methods and approaches, both formative and summative, used in schools.		
Year 1	Year 2 ECD and Lower Primary	Year 2 Upper Primary
<p>The background to assessment</p> <p><i>Students will:</i></p> <ul style="list-style-type: none"> <li>Be familiar with the South Sudan “Assessment Guidance”, and ECD Curriculum and Guidance booklets</li> <li>Understand the three categories of Learning outcome in the SS Primary Curriculum</li> <li>Understand how these apply in the ECD Curriculum</li> <li>Understand how these relate to the “Learn About” sections</li> <li>Be aware of the appropriate assessment methods for different outcomes</li> <li>Understand the method explained in the South Sudan “Assessment Guidance” booklet</li> <li>Relate the methods to some specific Learning Outcomes in the syllabuses</li> <li>Be familiar with the examples in the “Assessment Exemplar” booklet.</li> <li>Understand the assessment cycle</li> <li>Understand the importance of encouraging feedback so that learners know what to do to improve</li> <li>Be aware of the range of support that can be offered</li> <li>Understand the requirements for keeping assessment records</li> <li>Be able to complete records from given data and draw conclusions from patterns</li> </ul>	<p>Assessment in the context of the South Sudan ECD and Lower Primary Curriculum</p> <p><i>Students will:</i></p> <ul style="list-style-type: none"> <li>Be able to apply the South Sudan “Assessment Guidance”, and ECD Curriculum and Guidance booklets</li> <li>Design and apply appropriate assessment methods for different outcomes in the ECD and Lower Primary</li> <li>Be able to apply the methods explained in the South Sudan Assessment Guidance booklet</li> <li>Relate the methods a range of Learning Outcomes in the ECD and Lower Primary syllabuses</li> <li>Understand how examination papers are developed and the demands of the questions</li> <li>Recognise where learning needs to be improved</li> <li>Be able to give encouraging feedback so that learners know what to do to improve</li> <li>Design support to meet identified learning needs</li> <li>Understand the requirements for keeping assessment records</li> <li>Be able to analyse patterns in assessment records</li> </ul>	<p>Assessment in the context of the South Sudan Upper Primary Curriculum</p> <p><i>Students will:</i></p> <ul style="list-style-type: none"> <li>Be able to apply the South Sudan “Assessment Guidance” booklet in the context of the Upper Primary curriculum</li> <li>Design and apply appropriate assessment methods for different outcomes in the Upper Primary</li> <li>Be able to apply the methods explained in the South Sudan Assessment Guidance booklet</li> <li>Relate the methods a range of Learning Outcomes in the Upper Primary syllabuses</li> <li>Recognise where learning needs to be improved</li> <li>Be able to give encouraging feedback so that learners know what to do to improve</li> <li>Design support to meet identified learning needs</li> <li>Understand the requirements for keeping assessment records</li> <li>Be able to analyse patterns in assessment records</li> <li>Understand how examination papers are constructed</li> <li>Understand the level of demand of different questions</li> <li>Be able to design some questions at different DOK levels</li> </ul>

# Primary Certificate Programme – Course Outlines

Certificate		
Course 9: The role of the teacher		
The role of the teacher in and out of school		
Year 1	Year 2 ECD and Lower Primary	Year 2 Upper Primary
<p><i>Students will:</i></p> <ul style="list-style-type: none"> <li>Understand the National Professional Standards and Code of Ethics and their importance for teachers</li> <li>Understand the importance of working with parents</li> <li>Recognise some opportunities to meet and build relationships with parents</li> <li>Understand the importance of the school community and the roles teachers play within this</li> <li>Understand the important roles that teachers play in the wider community</li> <li>Understand what need to be done to keep children safe in school</li> <li>Understand how children can be helped to stay safe out of school</li> <li>Understand the requirements for registration</li> <li>Be familiar with other necessary administrative procedures</li> </ul>	<p><i>Students will:</i></p> <ul style="list-style-type: none"> <li>Understand the importance to teachers of the National Professional Standards and Code of Ethics and be able to apply them in the context of ECD and Lower Primary classes</li> <li>Recognise the range opportunities to meet and build relationships with parents</li> <li>Understand the School Inspection Framework and the ECD Inspection Framework, and what is expected of teachers</li> <li>Understand the importance of school clusters</li> <li>Understand the role teachers need to play within a successful cluster</li> <li>Understand what need to be done to keep children safe in school</li> <li>Design learning activities that will help children to stay safe out of school in the context of the ECD and Lower Primary age group</li> </ul>	<p><i>Students will:</i></p> <ul style="list-style-type: none"> <li>Understand the importance to teachers of the National Professional Standards and Code of Ethics and be able to apply them in the context of Upper Primary classes</li> <li>Recognise the range opportunities to meet and build relationships with parents</li> <li>Understand the School Inspection Framework, and what is expected of teachers</li> <li>Understand the importance of school clusters</li> <li>Understand the role teachers need to play within a successful cluster</li> <li>Understand what need to be done to keep children safe in school</li> <li>Design learning activities that will help children to stay safe out of school in the context of the Upper Primary age group</li> </ul>

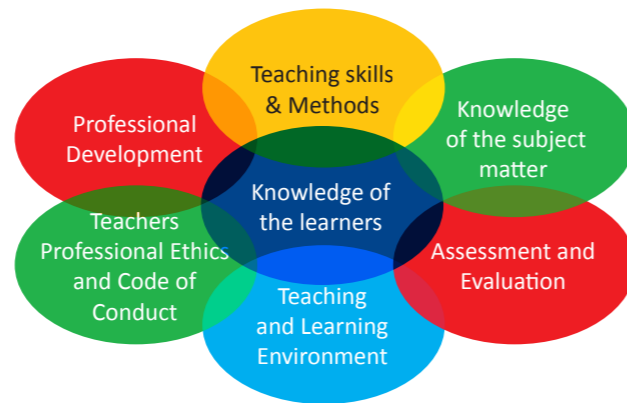
Certificate		
Personal Studies Course		
Year 1	Year 2 ECD and Lower Primary	Year 2 Upper Primary
<p>Programme introduction and study skills</p> <p><i>Students will:</i></p> <ul style="list-style-type: none"> <li>Understand the structure and basis of the 2-year programme</li> <li>Develop key study skills</li> <li>Be familiar with the use of a computer to carry out research and make presentations in various forms</li> <li>Be introduced to some key educational programmes</li> <li>Have gained a better understanding of education through their study of the topic</li> <li>Improved their research and presentation skills</li> <li>Have gained a better understanding of the culture and heritage of South Sudan</li> <li>Be able to relate this to the school curriculum</li> <li>Improved their research and presentation skills</li> <li>Have a better understanding of some key initiatives</li> <li>Improve their study skills</li> </ul>	<p>Further in-depth study of issues and selected subjects or Areas from the ECD and Lower Primary Curriculum</p> <p><i>Students will:</i></p> <ul style="list-style-type: none"> <li>Understand the importance of teachers as researchers</li> <li>Be able to plan and carry out a piece of research in an ECD or Lower Primary situation</li> <li>Be familiar with the educational systems and approaches of at least two other countries</li> <li>Have gained a better understanding of education through a study of a contemporary issue</li> <li>Improved their research and presentation skills</li> <li>Have gained a deeper understanding of the subjects or Areas of Learning</li> <li>Be prepared to act as a subject leader in a school</li> </ul>	<p>Further in-depth study of issues and selected subjects from the Upper Primary Curriculum</p> <p><i>Students will:</i></p> <ul style="list-style-type: none"> <li>Understand the importance of teachers as researchers</li> <li>Be able to plan and carry out a piece of research in an Upper Primary situation</li> <li>Be familiar with the educational systems and approaches of at least two other countries, and relate these to South Sudan</li> <li>Have gained a better understanding of education through a study of a contemporary issue</li> <li>Improved their research and presentation skills</li> <li>Have gained a deeper understanding of the subjects</li> <li>Be prepared to act as a subject leader in a school</li> </ul>

# National Professional Standards for Teachers in South Sudan (September 2012)

## 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 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, learning processes and use of 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 Teacher 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

Teacher 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.

#### Course 3: Certificate: Year 1

<b>Course 3: Classroom Management</b>	<b>Module 1: Class Management</b>	<b>? hours</b>
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This module explores the techniques that teachers require in order to manage a class

## Developing classroom rules

### Key related learning outcome for the teacher:

Explain the benefits of developing and establishing classroom rules and routines with young children.

### Key learning outcome for learners:

#### National Languages:

Listen attentively to others and respond.

### Resources:

6 – 8 large sheets of paper, pens, a long length of string.



### Activity sequence:

*Star pupils.* Ask pupils to stand in groups as a circle of about 10. Take a length of string and pass it from one person to the next so that the string goes across the whole circle to make a shape similar to a star. When the string has reached all pupils, ask them to hold onto their string firmly, but to also pull back slightly. The star should remain strong, illustrating the power of teamwork, equality and respect. Discuss with pupils examples of things that can be done well as a team (team games, role play, construction, singing, collecting water etc). *You could also from this point carry out any of The String Shape Challenge activities described in the 2 day Introductory Teacher Training course.*

Now ask two pupils to let go of their string and again for pupils to pull back slightly. The star will collapse, illustrating that it only takes one or two people to 'break the rules' and a whole group of people are affected. (This idea is also illustrated on the front covers of curriculum documents. People working together and subjects working together create 'stars'.)

*Writing class rules.* Ask pupils to work in groups of about 6. They should write a list of 6 rules for the classroom (or for learning) that they believe would enable all pupils to reach their potential and the aims of the National Curriculum. They should be encouraged to explain their reasoning. Once completed, pupils should move to other groups and place a star next to 2 rules from other groups that they think could be particularly effective. Once back in original groups, pupils should share with the whole group their two rules that received the most stars. By sharing all 'top starred rules', the whole group should agree upon 6 golden rules for learning.

**Discuss as a group how these activities could be further adapted for classroom use. What topics or issues could be explored?**

**Course 3 :Certificate: Year 1**

**Course 3: Classroom Management** | **Module 3: Creating Learning Environments** | ? hours

This module to explore the importance of creating an enabling learning environment

## Building Beautiful Blocks

### Key related learning outcome for the teacher:

Teachers use relevant and appropriate teaching and learning materials from locally available resources effectively. Using locally available resources provides a familiar and therefore encouraging learning environment for learners.

### Key learning outcome for learners:

#### Social Studies:

Appreciate the qualities of a good leader and a good citizen.

#### Resources:

Bottles, sticks, stones, string.



### Activity sequence:

Explain that the aim of this activity is to build a freestanding block structure that they can describe as 'beautiful'.

Organise the room into groups of 4 – 6 pupils.

#### Round 1 – Play with materials, have a go

Each group to build a tower using resources they have.

The teams' objective is to make the 'most beautiful' tower using the available resources in given time of 5 mins.

Think about and discuss how these towers will be assessed. What are the criteria for 'beauty'?



#### Round 2 – Plan using information they have gained from experiential learning with a regulation

3 minutes planning, 4 minutes building.

Introduce regulations – can only use non-dominant hand to build.

Measure – what features of different models are described as beautiful'?

Observe any behaviours that have contributed to successful tower building and record them.

#### Round 3 – no hands and no planning time

Can they use their experiences from previous round to build a tall tower without using their hands? This requires critical and creative thinking and cooperation. What can we learn from this about the role that teamwork has in achievement and making progress?

**Course 5 : Certificate: Year 1**

**Course 5: Curriculum Expectations** | **Module 1: Aims of education in South Sudan** | ? hours

This module explores the importance of the four aims and their implications for teaching and learning

## Curriculum aims and our ambition for the nation.

### Key related learning outcome for the teacher:

To illustrate the relevance and importance of the curriculum aims for the nation; for peace, and prosperity, for growth and development, for harmony and justice.

### Key related learning outcome for learners:

Explain key features of the aims of the national curriculum and demonstrate a clear understanding of the benefits of these aims to the nation, including the contribution to socio-economic development.

#### Resources:

Each aim written on separate pieces of paper. Magazines, newspapers, photographs, leaflets, small individual pieces of paper and writing tools.



### Activity sequence:

Ask learners to discuss what they understand by each of the curriculum aims. Ask them to describe why they think these aims are important for children and young people and how these aims could influence development and progress in South Sudan.

Share magazines, newspapers, leaflets and any photographs around the group of teachers. Ask learners to find images, phrases and captions that illustrate the need for, or the potential benefits of the curriculum aims.

Ask learners to write short phrases that describe their own thoughts about each of the curriculum aims in relation to some of their own experience. Encourage learners to talk about how they feel about their role as global citizens.

You should now have a collage of images and text for each collage. Ask learners to identify with a star (\*) which aspects of each collage they feel are particularly important and why.

This collage could be presented somewhere near the main entrance to the school as a reminder of the purpose of education.

**Discuss as a group how this activity could be adapted and used further in the classroom. What topics could it explore?**



Course 5 : Certificate: Year 1

Course 5: Curriculum Expectations | Module 2: Curriculum Framework | ? hours

This module explores how the Curriculum Framework puts the subjects into a broader context

## Team Works

### Key related learning outcome for teachers:

Describe and explain the key components of the South Sudanese National Curriculum.

### Key related learning outcome for learners:

Co-operate within a group, appreciating different needs and roles

### Resources:

6 cups or halved water bottles, short sticks, a collection of small stone. Optional: string rubber bands.



### Activity sequence:

Explain to pupils that they are going to explore the benefits of working together – building student competencies of communication and cooperation. This activity will also illustrate to teachers how planning for these kinds of experiences can support children to see the benefits of creating and following classroom rules that enable all learners to achieve.

Cut the tops off groups of 6 water bottles so that the open edge is a flat and horizontal as possible. Provide groups of 4 – 6 pupils with 6 ‘cut off’ bottles each and challenge them to

build a tower. They are not allowed to touch the bottles with their hands, and they are only allowed to use one hand at a time. Each group is challenged with placing as many small stones on top of their tower in order to assess its strength.

**Discuss with teachers how this activity builds communication strategies and what communication skills are necessary. Explore what classroom rules would support working together in this way and how the activity could be further adapted.**



Course 5 : Certificate: Year 1

Course 5: Curriculum Expectations | Module 5: Cross-cutting Issues | ? hours

This module explores the three cross-cutting issues and how these relate to the subjects

## True or False

### Key related learning outcome for teachers:

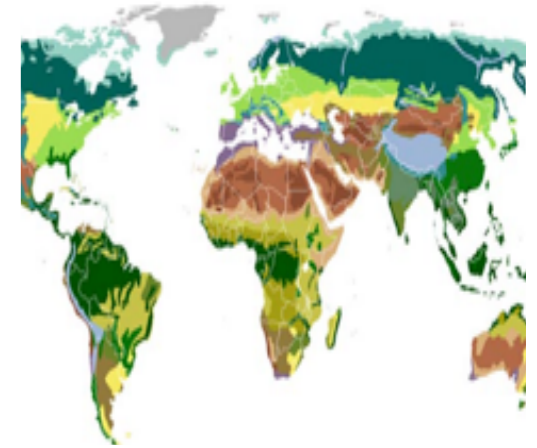
Know how to plan an activity to meet the overall aims of the National Curriculum using a Syllabus Unit.

### Key related learning outcome for learners:

Know and understand what is meant by the term environment

### Resources:

Multiple copies of Social Studies P2 Unit 2  
A variety of newspapers and magazines (Or teachers could be asked in advance to bring these to the session).



### Activity sequence:

#### Part One

Select a range of articles from fairly recent newspapers or magazines that describe and show the environment and ask teachers to read the articles in depth in order to understand as fully as possible features of the article. Challenge teachers to select two ‘interesting’ statements from the article and compose two other statements that are false. Teachers should then present these statements to the rest of the group who have to ascertain which are true and which are false.

Teachers should be encouraged to explain their reasoning, describing what new learning they have acquired. They should talk in pairs about how this learning is related to aspects of their daily lives.

#### Part Two

Teachers consider how this activity can lead to many different learning outcomes (See ECD Guidance booklet to explore connections here to Planning Principle 1). Teachers should then

work in groups to make plans for a similar activity for pupils. They should be provided with a copy of Social Studies P2 (The Land of South Sudan) which they should use to shape their activity in order for learning outcomes to be suitable for that particular year group based on their previous learning of ‘How to use Syllabus Units’. Based upon previous studies of ‘What makes a good learning activity’, teachers agree which features of a ‘good learning’ should be included in this activity.

Teachers should prepare as much of the materials as possible for their activity including a list of key inquiry questions to shape thinking and a short written summary of the teaching sequence.

Once materials and teaching sequences are prepared, teachers should share their activity ideas with other teachers. Teachers should think critically about ideas from others as well as their own, offering comments about features of what they believe to be potentially successful activities as well as suggestions for improvements. All activities should then be edited in order for a final version to be shared and used in school practices.

Course 5 : Certificate: Year 1

Course 5: Curriculum Expectations | Module 3: The four competencies | ? hours

This module explores the four student competencies and the implication they have for teaching and learning

## What's in the box?

### Key related learning outcome for teachers:

To appreciate the importance of developing effective questioning skills

### Key related learning outcome for learners:

**Student Competency** Suggest and develop solutions to problems.

### Resources:

A box or bag to hide an object in. A small collection of objects to hide in the bag or box.



### Activity sequence:

Explain that the purpose of this game is for learners to identify what's in the box. In order to do this, they are only allowed to ask questions that require a 'yes' or 'no' answer. Share a few items as examples and work together to generate a few example questions. The aim is to develop higher order language and thinking skills through extending the range of questions used.

Play the game a few times and describe to learners which questions were particularly effective and which questions were a good response to previous answers. To make it easier for learners if they are struggling, you can give clues by describing the usual location of the object or what it is used for.

To make the game more challenging, suggest that only can use 5 questions can be asked. A further extension of this activity is to provide groups of 6-8 pupils with a box or bag of their own and they can replicate this game in groups. Ask them to describe some of the best questions to the rest of the class as you gather feedback.

A key aspect of this activity is to observe (and possibly assess) how well learners have listened to each other when a question has been asked. Does the following question demonstrate that they have refined their thinking?



# School Inspection Lesson Observation Form

Class	Teacher	Subject	Time
	Inspector	Date	

Learning environment	Ex	G	S	NS
There is a supportive learning environment				
The arrangement of classroom furniture allows, movement, group work and learner-centred activities				
The environment is enhanced by stimulating displays				
Learners are encouraged to ask questions and express opinions				
Mistakes and "wrong answers" are dealt with encouragingly				
Overall judgement for learning environment				

Teaching and learning methods	Ex	G	S	NS
All learners are helped to understand the lesson objectives				
Learning activities are effective in promoting lesson objectives				
Teacher's questions encourage learners to think critically and suggest ideas				
All learners (girls, boys and those with special needs or disabilities) are encouraged to be engaged in the lesson.				
Textbook activities are used well, and enhanced by teaching aids				
Overall judgement for teaching and learning methods				

Curriculum Competencies: the lesson promotes:	Ex	G	S	NS
Critical and creative thinking				
Communication				
Co-operation				
Culture and identity				
Overall judgement for curriculum competencies				

Assessment and support	Ex	G	S	NS
The teacher uses a range of informal assessment methods (observation, conversation and product) to find out how learning is progressing				
Learners are given feedback that enables them to understand what to do next				
Overall judgement for assessment and support				

Overall Judgement for Teaching and Learning	Ex	G	S	NS
Attitudes and behaviour				
Learners engage positively in the lesson and behave well				
Learners work independently and also co-operate well in groups and pairs				
Class rules and code of conduct are understood and followed by learners				
Overall judgement for attitudes and behaviour				

**Excellent Practice:** If the lesson is graded "excellent", give a description of what makes it excellent

**Issues:** If the lesson is graded "Needs Support", what was the issue?

**Feedback to the teacher** (strengths and areas for improvement)

Strengths

Areas for improvement



