



ITT Year One Syllabus Units

Primary and Pre-Primary Syllabus

South Sudan



Certificate: Year 1		
Course 1: How Children Learn	Module 1: Learning and Memory Theories	? hours
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. It will introduce the notion of cognitive and affective domains.		
Learning Outcomes		
<p><i>By the end of the module, teachers will be able to:</i></p> <ul style="list-style-type: none"> • Understand the three key theories of learning • Understand how the theories and research underpin what happens in the classroom <p>Plan learning activities</p>		

Term	Key Concepts	Range and Activities
	There are three key theories of learning, two of which overlap.	Behaviourist (Pavlov, Skinner, Watson); Constructivist (Piaget 1962); Social Constructivist (Vygotsky 1966)
		Problems associated with behaviourism that have caused it to be discarded
		Differences between Piaget and Vygotsky's theories
	Impact on schools - curriculum	Most modern practice is based on a social constructivist approach: competency-based curricula and emphasis on talk and collaboration
	We need to take account of this in our teaching	Work in pairs or as a small group to identify where these theories are evident in some syllabus units (First-hand experience, group work, discussion etc).

Related Professional National Standards:

1.2 Teachers use knowledge of learning processes, theories and principles to plan and deliver lessons.

ITT Activity:

Ask student teachers to work in pairs to sort a set of short statements describing the different learning theories of Piaget and Vygotsky. Once sorted, ask the students to join with another pair to compare their results and discuss their findings. Each group of four students should agree just one key difference that they think is most important and share their reasoning with the whole class. This activity highlights the difference between constructivist and social constructivist approaches to learning.

Classroom Activity

This activity can be demonstrated in the classroom when learners are exploring a range of key issues or themes through self-discovery or teacher scaffolded experiences. Learners could, for example, explore the concept of volume through free sand or water play, or they could be given a directed task by the teacher such as 'how many cups of water does it take to fill the bucket?'. Student teachers should keep a record of teacher-guided and self-discovery activities the learners experience and maintain an effective balance of provision for learners.

References

Watson, J. B. (1924). *Behaviorism*. Read Books Ltd (re-published 2023)
Pavlov, I. P. & Anrep, G. V. (1927). *Conditioned Reflexes*. Courier Corporation.
Skinner, B. F. (1953). *Science and Human Behaviour*. Simon & Schuster
Piaget J. (1926) *The language and Thought of the Child*. Routledge
Vygotsky L.S. (1927) *The Mind and Society* (re-published SL Press 2007)

Certificate: Year 1		
Course 1: How Children Learn	Module 2: Knowledge, Understanding and Skills	? hours
This module explores the attributes and differences of knowledge, understanding and skills as the three basic components of learning, and considers how these impact on classroom practice.		
Learning Outcomes		
<i>By the end of the module, teachers will be able to:</i>		
<ul style="list-style-type: none"> • Understand the nature of knowledge, understanding and skills and the differences between them • Understand how each of these needs to be taught and learned 		
Plan learning activities appropriate to each		

Term	Key Concepts	Range and Activities
	K, U. & S. are three different forms of learning	Identify the three types of learning in the school syllabuses and in the textbooks.
	Each must be learned and taught in different ways	Study examples from Hattie, and Entwistle. Work in groups to discuss the ways of learning each of k, u & s. Suggest ways in a presentation to the group and discuss.
	Concepts are formed from experience	Take some concepts (understanding) from the syllabuses and discuss the sorts of experiences that learners would need in order to develop these. Present to the groups and discuss.
	Learning activities need to be planned accordingly	Look at the examples in the Pilot Materials and textbooks. Working in a group, take examples of k, u & s from the syllabuses and plan learning activities for each. Present to the group and discuss.

Related Professional National Standards:

1.2 Teachers use knowledge of learning processes, theories and principles to plan and deliver lessons.

ITT Activity

Using the new ECD curriculum, student teachers should work in pairs to select an example of mathematical knowledge (eg: Know number names in sequence (at least to 10)) and a mathematical skill (eg: Match objects to numbers (up to 10)). For each example, student teachers should create a mind-map (brainstorm) of different learning activities that can be used to teach the knowledge or skills. Student teachers should join with another pair to share their ideas and then choose one example of mathematical skills to expand into a more detailed learning activity. The groups should be prepared to show their ideas to the whole class, explaining how the learning activity will help develop learners' knowledge and understanding as well as mathematical skills.

Classroom Activity

The planned learning activity can be adapted for use by individual or groups of learners in the classroom. Small groups of learners, for example, could be asked to make sets of 'fruits' that match a single digit shopping list. This activity helps learners develop competencies of communication and co-operation as well as developing their mathematical knowledge, skills and understanding.

References

Hattie J (2012) *Visible Learning for Teachers* Routledge
 Marton F and Saljo R (2008) *Deep and Surface Approaches to Learning* Gottenburg
 Entwistle N. (1988) *Styles of Learning and Teaching* Routledge

Certificate: Year 1		
Course 1: How Children Learn	Module 3: Higher Order Thinking Skills	? hours
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.		
Learning Outcomes		
<p><i>By the end of the module, teachers will be able to:</i></p> <ul style="list-style-type: none"> • Understand why critical thinking and problem solving are key parts of the SS curriculum • Understand why these are important to the learning process • Identify opportunities for critical thinking and problem solving in the syllabuses <p>Plan learning activities that promote critical thinking and problem solving</p>		

Term	Key Concepts	Range and Activities
	Critical thinking and problem solving are key parts of the SS curriculum	Work in groups to study the Curriculum Framework to identify the four competencies and track these in to the syllabuses.
	There are key processes to these that need to be learned and practised	Identify the processes for critical and creative thinking (these are in the Curriculum Framework).
	Critical thinking enhances learning of the subjects	Study the learning outcomes of selected syllabus units to identify how critical thinking is integral to subject learning.
	Learning activities need to be planned to promote critical thinking in all subjects	Work in a group to select some learning outcomes from different subjects and learning areas and plan learning activities to promote critical thinking within these.

Related Professional National Standards:

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.

ITT Activity

Students teachers should work in small groups to explore the student competencies within the curriculum framework (p.10). Ask student teachers to create collages of magazine or newspaper pictures relevant to each of the four components of critical and creative thinking. Ask groups to show and explain their images to the whole class, giving examples of how these key processes might be practised or observed in classrooms.

Classroom Activity

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

Certificate: Year 1		
Course 1: How Children Learn	Module 4: Interest and Enjoyment	? hours
This module explores the importance of interest, enjoyment and relationships in learning and considers how these impact on teaching and learning.		
Learning Outcomes		
<p><i>By the end of the module, teachers will be able to:</i></p> <ul style="list-style-type: none"> • Understand the importance of interest and enjoyment to learning • Design learning activities that promote learning through interest and enjoyment 		

Term	Key Concepts	Range and Activities
	Interest, enjoyment and relationships are important to learning	Work in pairs or small groups to design some learning activities that will promote learning through interest and enjoyment.
	Learning activities can be designed to promote these and so enhance learning	

Related Professional National Standards:

1.6 Teachers treat learners with dignity, build good relationships and support their academic achievement.

ITT Activity

Student teachers should work in small groups to carefully scrutinise and silently observe an interesting object, artefact or picture selected (for example) from a P1-4 textbook. In their groups, student teachers should then take turns to make lists of things they can *see*; things that the object or artefact makes them *think* about; and any questions or *wonderings* they have as a result of their observation and reflection. Ask student teachers to discuss and compare their lists and to identify one of the questions that they would like to research further. Ask groups to share their research question and give reasons for its selection. This activity helps illustrate the importance of interest and the difference between learner-initiated and teacher-directed inquiry.

Classroom Activity

This activity can be adapted for classroom use when learners are starting a new theme, topic or unit of learning. They could, for example, be taken on a tour of the local environment, or be shown a map of the local area and be invited to say what they see, think, and wonder about as a result of the stimulus. This activity helps make explicit what learners are interested in finding out more about and allows teachers to promote learning by effectively channelling the learners' innate curiosity into planned learning experiences.

Certificate: Year 1		
Course 1: How Children Learn	Module 5: Learning Through Play	20 hours
This module explores the importance of play to the conceptual and creative development of young children, and how teachers can harness this to improve learning.		
Learning Outcomes		
<p><i>By the end of the module, teachers will be able to:</i></p> <ul style="list-style-type: none"> Understand how song, rhyme and movement can contribute to the emotional and social development of the child within this context <p>Plan and prepare a variety of learning experiences that enable children to develop through individual and group play, developing their independence</p>		

Term	Key Concepts	Range and Activities
	Research shows that play is essential to learning for young children	Types of play: pretend, role, fantasy, creative, free-flow, dramatic & sociodramatic. Piaget 1962, Vygotsky 1966, Wood & Atfield 1966, Bruce 1991, Ailwood 2003, Beardsly & Harnett 1998.
	The classroom needs to be organised to allow children to play	Work in a group to consider different aspects of play and begin to describe how the classroom can be organised to facilitate this approach (Individual, paired, team, practical, exploring, manipulating, role play, creating etc)
	It is important to plan progression of learning through play	Consider the extent to which the way children learn through play might change from PP1 to P3. Activity for pupils: Handa's Surprise. Exploring animals and fruit in this story. Plan this for different age groups.
	Play is important to social and emotional development	Observe a class engaged in singing and movement and consider its impact on children's enjoyment. Talk to children about how they feel about these activities. Relate this to the research and theory.

Related Professional National Standards:

2.2 Teachers understand and use a variety of teaching strategies to effectively teach the central concepts and skills of the discipline.

ITT Activity

Ask student teachers to work in small groups to write a list of 4 different aspects of play including individual, paired, team, practical, exploring, manipulating, role play, creating etc. The group should write a brief description of each aspect of play before passing their list to another group. Ask each group to imagine what a classroom or learning environment might look like if each of the 4 listed aspects of play were happening simultaneously. The group should then work together to create a classroom map of play-based practice, showing exactly how the classroom could be organised to facilitate this approach. Groups should be prepared to share their illustrations with other groups, explaining and giving reasons for their design decisions.

Classroom Activity

At the start of the day, read the story of *Handa's Surprise*. Ask learners to listen out for and talk about the characters, animals and the different kinds of fruit in the story. Ask them to imagine what the characters and animals are thinking and feeling during the story. Make a list of the key words or vocabulary that the learners use. Set out the classroom with resources and equipment for learners to engage in different aspects of play, connected to the story of *Handa's Surprise*. Provide activities that enable learners to develop language connected to the story - playing with animals, making or drawing 'fruit', dressing up, etc and include one area where play is teacher guided to develop vocabulary.

Certificate: Year 1		
Course 1: How Children Learn	Module 6: First-hand Experiences and Active Learning	? hours
This module draws together elements from the previous five modules to focus on why first-hand experiences and active learning are so important, and how to design these sorts of learning experiences.		
Learning Outcomes		
<p><i>By the end of the module, teachers will be able to:</i></p> <ul style="list-style-type: none"> • Understand why first-hand experiences and active learning are important within the SS curriculum • Recognise in syllabuses some of the learning that will require first-hand experiences and active learning <p>Design some learning activities that involve first-hand experiences and active learning</p>		

Term	Key Concepts	Range and Activities
	Higher levels of learning cannot be reached without first-hand experiences and active learning	Building on Modules 2 & 3, work in a group to identify some higher forms of Learning (DOK 3&4) and explore the sorts of experiences that would be needed to promote these.
	Much learning in the SS syllabuses requires this approach	Work in a group to study some “Learn About” sections of the syllabuses to identify learning that requires first-hand experiences. Link these to relevant textbook chapters. Consider what else the teacher would need to prepare.
	These sorts of learning experiences can be designed for a range of subjects and outcomes	Work in a group to select some Learning Outcomes and design activities to promote these.

Related Professional National Standards:

3.4 Teachers 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.

ITT Activity

Ask student teachers to work individually to begin with to identify an activity in the textbook which they believe would benefit from first-hand experience and active learning. Ask student teachers to then work in groups of 3 to select just one of these activities which they think could be developed further. Ask each group to write the textbook activity in the centre of a piece of paper and then to draw and write about the kinds of first-hand experiences and active learning that would enhance the learning experience for the learners. They should design these further activities in ways that deliberately promote the development of higher forms of learning. Ask student teachers to note down which higher forms of learning they think will be developed through the activities.

Classroom Activity

This activity could be adapted for the classroom by using it to help learners deepen their understanding about particular themes and topics. When learning about parts of the body and how they work, for example, learners could investigate what happens to their bodies before and after a period of vigorous exercise. After running on the spot quickly for a minute, what changes do they notice? What is different and what is the same? Why do they think these changes have occurred? Does everyone react in the same way? How long do they think it takes their body to become rested again? What do they imagine they could do to speed up the recovery process? Student teachers should reflect on how this kind of experience promotes higher forms of learning among learners.

Certificate Year 1

Course 2: Teaching and Learning

Certificate: Year 1		
Course 2: Teaching and Learning	Module 1: Creating Learning Opportunities	? hours
This module will emphasise the importance of creating learning opportunities that allow learners to develop the higher levels of learning		
Learning outcomes		
<p><i>By the end of the module, teachers will be able to:</i></p> <ul style="list-style-type: none"> Understand the nature of learning opportunities for different forms of learning Create some appropriate learning opportunities within the SS curriculum 		

Term	Key Concepts	Range and activities
	Learning is brought about by some sort of experience (activity)	Work in groups to take the three forms of learning (K, U & S) and create learning experiences for each. Compare the different forms of experience.
	Teachers create opportunities for these activities that are appropriate to the learning involved	Work in groups to take some examples from the syllabuses and textbooks to develop learning opportunities within a subject or ECD Area. Where possible, work in pairs to teach one of these in a classroom and evaluate the impact.

Related Professional National Standards:

3.6 Teachers use knowledge and skills appropriately to facilitate learning.

ITT Activity

Allocate groups of 6 – this will be the ‘home’ group. Within each home group, identify pairs to look at skills, pairs to look at knowledge and pairs to look at understanding. Each pair write down an explanation of the type of learning, and 3 examples of what this looks like in the classroom. Pairs looking at the same aspect then join together to form a specialist group. Specialist groups discuss and agree key information and examples. Everyone then returns to their home group to discuss/share their expertise.

Classroom Activity

This sequence of learning could be adapted for the classroom so that learners are enabled to look at a particular topic such as different forms of poetry or different shapes in the natural environment through a range of experiences over a series of 3 or 4 lessons. The teacher should design a range of activities and experiences (listening, reading, making, writing etc) so that topics can be explored from a range of perspectives. Then, as a whole class, the teacher should ask learners about how each experience has helped to develop knowledge, skill and understanding. A 'narrow' experience or a limited number of experiences may not allow for deep learning. The teacher should explain this to children using the learning sequence described here to illustrate what has been learnt.

Certificate: Year 1		
Course 2: Teaching and Learning	Module 2: Questioning	? hours
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.		
Learning outcomes		
<i>By the end of the module, teachers will be able to:</i>		
<ul style="list-style-type: none"> • 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		

Term	Key Concepts	Range and Activities
	There are different types and levels of questions	Study the four types of questions and relate them to the sorts of learning involved (Course 1 Modules 2&3)
	Learners should ask questions as well as answer them	<i>Work in pairs or groups to research the background literature on students asking questions and make a presentation</i>
	Different types and levels of questioning promote different sorts of learning	Relate the types of questions asked to different learning outcomes, and develop some lines of questioning that will promote learning and encourage learners to ask their own questions

Related Professional National Standards:

3.6 Teachers use knowledge and skills appropriately to facilitate learning.

ITT Activity

Ask student teachers to work in groups of 3 and to look at a photograph of a famous artwork, a scenic view, a busy street or a famous landmark. Working in groups of 3, ask them to form as many questions as possible about the photograph and to write them down. Sort the questions into the four categories. Discuss: Were some types of questions more frequent than others? Were some types of questions easier to generate than others? Why? Reflect on how the different question styles support learning in different ways. Compare what you have learnt with the reference provided, including what you learnt in course 1 modules 2 and 3.

Classroom activity

This activity can be used in the classroom to help learners to deepen their thinking about a topic. Use a photograph of a person. Ask learners to think of questions about what they see (literal). Next, think of questions about what the learners are wondering (e.g. Where is the person going?), then move to questions about the person’s motivation or character (Why are they travelling alone?) Ask learners to think of philosophical questions (e.g. Is it fair that this person is alone?). The teacher should highlight to the learners how they can ask different types of questions in all contexts (making this learning transferable).

Four Types of Questions

Text-explicit or Literal Level:	This level involves “reading the lines.”
Text-implicit or Interpretive Level:	This level involves “reading between the lines.”
Critical Level:	This level involves “reading beyond the lines.”
Creative Level:	This level involves “reading outside the lines.”

References

Chin C & Osborne J (2016) *Students' Questions: A potential resource for teaching and learning*

Vygotsky, L.S. 1978. *Mind in Society: The development of higher psychological*

Certificate: Year 1		
Course 2: Teaching and Learning	Module 3: Encouraging Creativity & Independence	? hours
This module explores the nature of creativity, what it means in the school context and how it can be promoted, and why independence is important to learning.		
Learning outcomes		
<i>By the end of the module, teachers will be able to:</i>		
<ul style="list-style-type: none"> • Understand what is meant by creativity in the school context • Design some learning activities that promote creativity • Understand why it is important for learners to have some independence in the learning, and why the SS Curriculum Framework requires this 		
Design some learning activities that promote independent learning		

processes, Cambridge, MA: Harvard University Press.

Chin, C. and Brown, D.E. 2000b. *Learning in Science: A comparison of deep and surface approaches*. Journal of Research in Science Teaching, 37(2): 109–138.

Term	Key Concepts	Range and Activities
	Creativity is the ability to make new connections and innovate and it is not confined to the Arts	Study a range of background literature on creativity and learning. Work in a group to make a presentation summing up the group's findings about what makes creativity.
	There are a range of teaching and learning approaches that can promote creativity	Explore the literature to discover the sorts of teaching and learning approaches that can promote creativity. Relate this to different subjects.
	Learners need a certain amount of independence in the learning in order to reach the higher levels	Use the literature to establish the link between creativity and independence. Link this to Bloom's taxonomy and the need for active learning to reach the higher levels.
	The SS Curriculum contains many examples and requirements for independence	Work in a group to find examples in the syllabuses in different subjects. Develop learning activities to promote creativity within these.

Related Professional National Standards:

3.1 Teachers develop teaching activities that are in line with national education principles.

ITT Activity

Student teachers should be asked to undertake personal research into teaching approaches to creativity and bring a summary of their findings to the class. Working in small groups, ask them to write statements about the approaches that most promote creativity for learners. Join two groups together and put the six most important statements in priority order. Write down 2 or 3 ideas for classroom activities that link to each statement.

Classroom activity

It is useful for learners to understand the skills that are important in thinking creatively. Ask the learners to complete a set of addition and subtraction calculations on their own. Ask them to talk about the skills and knowledge they used (recall of number facts,

checking for accuracy tactics). Next, ask learners to work with another person so come up with as many ways as possible to make 15. Ask them to talk about the different skills and approaches they used.

References

Craft A, Gardner H & Claxton G (2008) *Creativity, Wisdom and Trusteeship*. Corwin Press
Cochrane P & Cockett M (2007) *Building a Creative School*. Trentham Books

Certificate: Year 1		
Course 2: Teaching and Learning	Module 4: A Repertoire of Strategies	? hours
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.		
Learning outcomes		
<i>By the end of the module, teachers will be able to:</i>		
<ul style="list-style-type: none"> • 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		

Term	Key Concepts	Range and Activities
	Teachers will face a wide variety of situations, and these will require different strategies	Discuss why different strategies are needed for different situations, and work as a group to explore the syllabuses and textbooks to identify the approaches needed for some different situations and parts of the curriculum.
	The situations vary with learning need, the learners and the context	<i>Work in a group to design some strategies to address different needs</i>

Related Professional National Standards:

3.6 Teachers use knowledge and skills appropriately to facilitate learning.

ITT Activity

Create short descriptions of different learners (high ability, very confident, underachieving, quiet and reserved etc). For each profile, identify the characteristics that impact on learning and how they might be addressed. (Quiet learners may not speak out if they do not understand something). Working in a group, plan a lesson with that learner in mind. Swap the lessons between the groups and add more suggestions.

Classroom Activity

It's important that learners are aware of their strengths as a learner, and how to improve. Ask learners to think about how they learn (from activities, talking to friends, trying things out, trial and error etc), and which ones they think suit them best. Identify with the learners some key questions they should ask themselves about how they learn and set up a learning journal for each learner to complete at the end of each day. (items in the journal could include: How I learned today, what helped me to learn today and what I would change to help me even more).

Certificate: Year 1		
Course 2: Teaching and Learning	Module 5: The Three Principles of Planning	? hours
This module explores the 3 Principles of planning that are set out in the ECD Curriculum and Guidance, but which apply to all primary classes.		
Learning outcomes		
<i>By the end of the module, teachers will be able to:</i> <ul style="list-style-type: none"> Understand and apply the three principles Design some learning opportunities within the three principles		

Term	Key Concepts	Range and activities
	There are 3 principles of planning	Study the “ECD Curriculum and Guidance” booklet to find out about the 3 principles. Look at the Training Materials to see these in action
	Learning needs to be planned within these three principles	Work as a group to plan some activities within each of the three principles. Share the planning with other groups. Where possible, try these out in a classroom.
	Learning activities need to be thought of as a sequence	<i>Extend some of the learning activities into a sequence. What would come next? What needed to come before?</i>
	These apply to ECD and Primary and to the whole range of learning areas and subjects	Apply these principles to the primary curriculum by working as a group to select learning outcome from different subjects and developing them according to each of the three principles.

Related Professional National Standards:

2.1 Teachers know the content they teach and use their knowledge of subject specific concepts, assumptions and skills to plan teaching.

ITT Activity

Working in 3 groups, taking one of the 3 principles of planning each, prepare a presentation to the rest of the class that covers the following:

- What the principle is and what it means
- Examples from the textbooks of activities that exemplify the principle
- How one activity can be built up into a sequence of learning and how this will benefit the learner (a worked example)

Classroom Activity

It is important that learners are aware of how their learning builds and why each step is important. Use a familiar activity, such as writing a story. Talk to them about the process of writing, starting with reading story books to get ideas, deciding on who is the main character, what the main plot will be etc. Write down each step as a rung on a ladder or a stepping-stone towards the finished story. Ask learners for their ideas on what they need to do to make each step a success. Use this plan to write the story and check back to the list to see for themselves how they built up the story. Help the learners to see this process in other subjects/contexts.

References

ECD Curriculum and Guidance

Certificate: Year 1		
Course 2: Teaching and Learning	Module 6: Motivation and Self-regulation	? hours
This module explores a range of motivational theories and considers how these impact on teaching and learning.		
Learning outcomes		
<p><i>By the end of the module, teachers will be able to:</i></p> <ul style="list-style-type: none"> • Understand the importance of motivation to learning • Distinguish between different sorts of motivation • Understand that stress demotivates learners <p>Relate motivational theory to classroom practice</p>		

Term	Key Concepts	Range and activities
	Motivation is important to learning	Work in pairs or a small group to study a range of sources about motivation in education. Identify different sorts of motivation (intrinsic, extrinsic, instinctive etc). Consider the negative impact of stress on learning and discuss what may cause stress in a classroom and school and how this might be avoided. Select a unit from a subject syllabus and design a learning activity that will enhance motivation for learning.
	There are different types of motivation that affect us	
	Teachers need to take account of motivation in designing learning activities	

Related Professional National Standards:

1.1 Teachers must be knowledgeable of the development needs of the learners including physical, psychological, socio-economic and intellectual development.

ITT Activity

Ask student teachers to identify a unit to be taught and working in pairs, to design a series of questions to help them identify how this activity would provide motivation for learners – such as ‘is the context interesting to my students? Will they have a real audience for their work? etc.

Ask pairs of student teachers to swap questions and offer feedback and advice to their peers.

Classroom Activity

It is important for learners to know not only what they are learning but why they are learning something.

Ask the learners to design and make a card to say thank you to someone who helps in school. They need to think carefully about the kind of card the person would like, what colours to choose, what design goes on the front and what message needs to be written inside. Ask the learners about the skills they are learning, and why they are important – design, writing, drawing – and why it’s important to say thank you to those who help us.

References

A.H. Maslow, “A Theory of Human Motivation”, Psychological review, **50**, 4, 370 (1943).

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		
<p><i>By the end of the module, teachers will be able to:</i></p> <ul style="list-style-type: none"> • Understand the key principles of classroom management • Be aware of a range of classroom management strategies • Organise some classroom activities to maximise learning <p>Select some appropriate strategies for some different types of learning and situations</p>		

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:

5.4 teachers maintain an environment that is conducive to learning for all learners including those with special needs.

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

Certificate: Year 1		
Course 3: Classroom Management	Module 2: Pair and Group Work	? hours
This module explores the importance of paired and group work in developing the four competencies of the new curriculum, and in developing deeper levels of understanding.		
Learning outcomes		
<p><i>By the end of the module, teachers will be able to:</i></p> <ul style="list-style-type: none"> • Understand the reasons why pair and group work are important • Understand the sorts of learning that are best achieved through paired and group work • Select some appropriate learning outcomes, and design some pair and group work activities to promote these 		

Term	Key Concepts	Range and activities
	Some forms of learning are best achieved though paired and group work	Work in a group and refer to Course 1 to link types of learning (k, u, & s) to paired and group work. Check the four student competencies in the Curriculum Framework and decide which need paired and group work.
	Teachers need to recognise which these are	Work in a group to check some syllabus units to identify opportunities for paired and group work. Relate these to the learning outcomes and make a presentation to other groups.
	Group and paired work can be organised in different ways	Select some units from the syllabuses or textbooks and design some learning activities that use paired and group work in different ways (to share, investigate, take different roles, question etc).

Related Professional National Standards:

5.3 Teachers create learning situations in which learners work independently, collaboratively or a whole class.

ITT Activity

In pairs, choose an activity from a P1 - 4 textbook that asks learners to work in pairs. Try to find a similar activity in another textbook from P5 – 8. Compare how each activity works and what classroom management strategies are necessary to ensure learners reach the learning outcome. Imagine that these activities had included an instruction to work individually or as a group instead. What challenges would learners have faced in this scenario? Discuss your ideas. Create a wallchart for the classroom which outlines for both teachers and learners, features of effective paired work. Discuss whether the same principles apply to group work.

Classroom Activity

Ask learners individually to write a list of as many fruits that they can think of. Ask them to design 3 'smoothies' (a blend of a number of mashed or pureed raw fruit or vegetables). Now ask learners to share their ideas with one other person so that they are working in pairs. Ask them to compare and improve their ideas for smoothies and then create a menu card for a Smoothie Bar. Ask them how much each smoothie should sell for. Explain that working in pairs has meant that they have been able to access many ideas for their menu because people have a variety of experiences – in this case of tasting fruit and making drinks. They have thus, been able to build their vocabulary and knowledge of different fruits.

Certificate: Year 1		
Course 3: Classroom Management	Module 3: Creating Learning Environments	? hours
This module explore the importance of creating an enabling learning environment		
Learning outcomes		
<p><i>By the end of the module, teachers will be able to:</i></p> <ul style="list-style-type: none"> • Understand the importance of creating enabling learning environments • Understand the features that make up a learning environment <p>Create different aspects of a classroom environment to promote learning</p>		

Term	Key Concepts	Range and activities
	The features of an enabling environment	Work in pairs or as a group to study what the Curriculum Framework & ECD Curriculum and Guidance say about learning environments. Plan a presentation based on this. Watch video examples of classroom practice and identify what contributes to a rich learning environment. List the features Work as a group to plan an ideal classroom that has a positive and helpful learning environment. Present to the other groups.
	This is social and emotional as well as physical	
	Teachers are responsible for creating enabling environments	

Related Professional National Standards:

5.2 Teachers create learning situations that are physically and emotionally safe.

ITT Activity

Give each student individually the task of writing a short definition of the social, emotional or physical aspect of the classroom environment. As a class, share definitions of each aspect and formulate one definition for each. Divide students into small groups and then provide them with one subject (or ECD Learning Area) and one aspect of the classroom environment. They should design two classroom management strategies or resources that allow for their particular aspect to thrive in the subject or learning area that they have been given. They should share with another group what they have designed, discussing how resources and strategies could be adapted for other scenarios.

Classroom Activity

In the classroom, it is useful to talk to learners about how to maintain a positive classroom (and whole school) environment. Designing classroom rules together, for example to create a 'buddy bench' for the playground where learners can go to if they feel sad and need a 'buddy', is a useful strategy for promoting this need for teamwork.

Certificate: Year 1		
Course 3: Classroom Management	Module 4: Using Textbooks	? hours
This module explores how textbooks and teacher guides can be best used to promote learning		
Learning outcomes		
<p><i>By the end of the module, teachers will be able to:</i></p> <ul style="list-style-type: none"> • Understand the layout and design of the South Sudan textbooks and Teacher Guides • Relate the textbooks to the syllabus units and learning outcomes • Design some lessons that include use of textbooks <p>Design some activities that extend learning beyond the textbooks</p>		

Term	Key Concepts	Range and activities
	The Teacher Guides help teachers structure learning	Work in pairs or as a group to explore the layout of the teacher guides and textbooks. Make a presentation to fellow students to explain how the guides relate to the textbooks. Track example textbook units to the syllabuses.
	Teachers need to be familiar with the textbooks and Guides, but also need to plan how to use them within a lesson	Work as a group to take a textbook unit and design a lesson plan to teach this in the classroom. Share the plan with other groups and compare. Where possible, work in pairs to teach the lesson and evaluate its impact.
	Learning needs to go beyond the textbook to provide first-hand experiences	Continue in the group to extend one of the units into activities involving first-hand experiences that would enhance learning. Share with other groups and, where possible, work in pairs to teach the lesson and evaluate its impact.

Related Professional National Standards:

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.

ITT Activity

Ask students to work, individually to begin with, to identify an activity in the textbook which they believe would benefit from experiences ‘beyond the textbook’. Ask students to then work in groups of 3 to select just one of these activities which they think has the strongest potential to develop further rich activities. Ask each group to write the activity in the centre of a piece of paper and then to draw and write about many other activities around it that could stem from this activity. They should design these further activities so that they feature first-hand experiences so that learners are able to see the purpose and relevance of what they are learning about. A good example for this might be an initial activity about counting in 2s. From this, learners could be challenged to calculate and check how many pairs of shoes are in their classroom, how many bike wheels are in their community or how many car headlights they see on their way home from school.

Classroom Activity

It is useful for learners to think routinely about how they can apply and extend their learning. At the start of the day, learn as a whole class a song or poem that uses a lot of rhyming vocabulary. Ask learners to listen out for other words that rhyme as they go through their day. Collate these words at the end of the day and write together a short poem called eg. Wednesday. Give all learners one of two themes to explore for themselves during the course of the week. Ask them to work in pairs at the end of the week to write a short rhyming poem about the theme they were given.

Course 4: Language Development

How do young children learn to speak, listen, read and write?

Certificate: Year 1		
Course 4: Language Development	Module 1: Background Theory and the Importance of Talk	? hours
This module explores the way in which language develops with our experience of the world and emphasises the importance of talk to very young children.		
Learning Outcomes		
<p><i>By the end of the module, teachers will:</i></p> <ul style="list-style-type: none"> • Be aware of the four key theories of language development: Behavioural; Nativistic (Chomsky); Social-pragmatic (McLaughlin); Semantic-cognitive (Goswami) • Understand why the semantic-cognitive theory is now most widely accepted <p>Be able to relate the theory to promoting language development in the classroom</p>		

Term	Key Concepts	Range and Activities
	Language development is stimulated by talk and experiences in early childhood	Work in pairs or a group to study one of the four key theories of language. Summarise the theory and make a presentation to fellow student teacher.
	Talk continues to be the key development factor as children grow older	Work in pairs or a group to develop a presentation on why the 'semantic-cognitive' theory is widely accepted, and how this relates to the approach of the national curriculum.
	Classroom practice needs to build in talk to ensure success	Work in pairs or a group to research the syllabuses to identify approaches and Learning Outcomes that relate to the language theories.

Related Professional National Standards:

1.2 Teachers use knowledge of learning processes, theories and principles to plan and deliver lessons.

ITT Activity

Student teachers should work in pairs to select an activity in a P1 Science textbook that directs learners to talk about the world around them. Student teachers should map out what aspects of this activity relate to different theories of language development. Student teachers should share their activities with other groups and compare the extent to which different language development theories are exemplified.

Classroom Activity

Ask learners as a whole class to choose one story that they know well. Ask them to work in pairs to describe different features of the story relating to the environment in which they are set. Now ask learners to imagine that the story is set in a different environment. What key words and phrases can they think of to describe the story in this new context. This activity helps to illustrate the benefits of asking questions and talking to generate new ideas.

References

Hulit, Howard, & Fahey, (2011) *Born to Talk*, Pearson
 McLaughlin, 2006
 Bloom & Lahey, 1978

Certificate: Year 1		
Course 4: Language Development	Module 2: Learning in a National Language	? hours
This module explores the specific features of learning in national language and why that is so important.		
Learning Outcomes		
<p><i>By the end of the module, teachers will be able to:</i></p> <ul style="list-style-type: none"> Understand the reasons for learning to read and write in a national language before transitioning to English Understand the linguistic demands of at least one of South Sudan's national languages <p>Understand the key teaching and learning approaches for learning in this national language</p>		

Term	Key Concepts	Range and Activities
	International research shows that children learn to read and write best in their home language. Teachers need to build proficiency first with talk, then with text	<p>Work in pairs or a group to study the Curriculum Framework and National Languages policy to understand why children learn to read and write best in their home language. Make a presentation explaining the reasons.</p> <p>Work in pairs or a group to study the ECD Curriculum and Guidance to understand why it is important to acquire speaking and listening skills before learning to read and write. Explore the ECD Language Development Learning Area to see where writing skills first appear.</p>
	Different National Languages have different linguistic demands	Make a study of one National Language to identify its linguistic demands in terms of the language development of your children. Relate this to the National Language syllabuses.
	Learners need many opportunities to talk and use language in formal and informal situations	Work in pairs or a group to study the Curriculum Framework and syllabuses to identify the requirements for talk and language development through the ECD and Primary years. Groups should take a different subject each and compare.

Related Professional National Standards:

1.4 Teachers demonstrate respect for learners' diverse cultures, religion, languages and experiences.

ITT Activity

Student teachers should work individually to begin with to explore the Language Development Learning Area. They should then challenge other student teachers with questions relating to what they have read. After this, student teachers should work in pairs to identify what writing might look like across the curriculum at the point at which it occurs in the Language Learning Area.

Classroom Activity

Working with learners in P1, learners should plan a social studies activity that provides many opportunities for learners to talk to each other about what they are studying. They should plan and monitor the activity to ensure that learners are taking it in turns to talk, asking relevant questions and using accurate vocabulary to summarise what they are learning.

Certificate: Year 1		
Course 4: Language Development	Module 3: Pre-reading and Pre-writing	? hours
This module explores the learning activities that are essential before children learn to read and write.		
Learning Outcomes		
<p><i>By the end of the module, teachers will be able to:</i></p> <ul style="list-style-type: none"> • Understand the principles of pre-reading and pre-writing activities • Understand 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 <p>Plan some pre-reading and pre-writing activities</p>		

Term	Key Concepts	Range and Activities
	Children's readiness to learn to read and write depends upon pre-reading and pre-writing activities	Work in pairs or a group to study the Subject Overviews and the ECD Curriculum and Guidance to identify the pre-reading and pre-writing skills. Develop a presentation that outlines these and explains their importance.
	The SS ECD Curriculum is based on this approach	
	Activities need to be planned for the classroom to promote these	Working in pairs or a group, discuss the ECD Curriculum and Guidance to identify the pre-reading and pre-writing skills. Using these, plan some activities to promote pre-reading and pre-writing activities. Where possible, work in pairs to teach these to a group or class and evaluate the impact.

Related Professional National Standards:

2.2 Teachers understand and use a variety of teaching strategies to effectively teach the central concepts and skills of the discipline.

ITT Activity

Student teachers should look at either the Science or Social Studies Syllabus from P1 to P3. They should outline the progression of reading requirements and compare this to what writing is required. Having identified the 'delay' in formal writing, student teachers should present what they have found to other groups, comparing differences and similarities between expectations in Social Studies and Science.

Classroom Activity

When working in PP1, learners should be asked to draw some shapes in the sand or soil that show a particular shape in different sizes. Some learners might draw different circles, others different zig-zag lines and others curly lines. These collections should make repeated patterns and allow learners to practise their control.

References

- Larson, J. & Marsh, J. (2005) *Making Literacy Real: Theories and practices for learning and teaching* Thousand Oaks, CA: Sage.
- Bryce-Clegg A (2015) *Best Practice in the Early Years* Bloomsbury

Certificate: Year 1		
Course 4: Language Development	Module 4: Early Reading	? hours
This module explores the development of early reading skills and the learning activities that promote these.		
Learning Outcomes		
<p><i>By the end of the module, teachers will be able to:</i></p> <ul style="list-style-type: none"> • Understand what is involved in the development of early reading skills • Understand the requirements of the SS curriculum in terms of early reading • Plan some learning activities that will promote early reading skills <p>Make some use of the SS textbooks to promote reading</p>		

Term	Key Concepts	Range and Activities
	The development of the ability to read depends on the acquisition of pre-reading skills	Work in pairs or a group to study National Language and English syllabuses to see how early reading is based on pre-reading skills. Track these to the textbooks and explore the learning activities that promote early reading skills.
	The SS curriculum and textbooks set out ways of promoting reading skills	
	Activities beyond the textbooks are needed for reading skills to develop	<p><i>Work in pairs or a group to take an early writing unit from a textbook and design some learning activities that would give learners more opportunities to develop early reading skills.</i></p> <p>Where possible, work in pairs to teach these to a group or class and evaluate the impact.</p>
	It is necessary to monitor progress and design activities accordingly	Work in pairs or a group to identify the Learning Outcomes that relate to early reading in the Subject Overviews and syllabuses. Track these to the P1-3 textbooks and discuss how this progress can be monitored.

Related Professional National Standards:

1.1 Teachers must be knowledgeable of the development needs of the learners including physical, psychological, socio-economic and intellectual development.

ITT Activity

Student teachers should work in pairs to select a writing unit from a P3 textbook. They should discuss what learners need to know and understand in order to be able to complete the activities. Student teachers should identify a similar unit in a P2 and P1 textbook so as to be able to compare expectations and what level of reading is required. Student teachers should create a related activity for P4 which would extend reading skills.

Classroom Activity

Learners should be asked to read about 3 contrasting locations – one that they know well, another that is less familiar and another that is very unfamiliar. Learners should discuss which vocabulary they are unsure about, write definitions of these new words and then write about an imaginary place using these new words. They should share their writing with others so that the class can see that reading about a variety of topics enables them to better understand new topics over time.

Certificate: Year 1		
Course 4: Language Development	Module 5: Early Writing	? hours
This module explores the development of early writing skills and the learning activities that promote these.		
Learning Outcomes		
<p><i>By the end of the module, teachers will be able to:</i></p> <ul style="list-style-type: none"> • Understand what is involved in the development of early writing skills • Understand the requirements of the SS curriculum in terms of early writing • Plan some learning activities that will promote early writing skills <p>Make some use of the SS textbooks to promote writing</p>		

Term	Key Concepts	Range and Activities
	The development of the ability to read depends on the acquisition of pre-writing skills	Work in pairs or a group to study National Language and English syllabuses to see how early writing is based on pre-reading skills. Track these to the textbooks and explore the learning activities that promote early writing skills.
	The SS curriculum and textbooks set out ways of promoting writing skills	
	Activities beyond the textbooks are needed for writing skills to develop	Work in pairs or a group to take an early writing unit from a textbook and design some learning activities that would give learners more opportunities to develop early writing skills. Where possible, work in pairs to teach these to a group or class and evaluate the impact
	It is necessary to monitor progress and design activities accordingly	<i>Work in pairs or a group to identify the Learning Outcomes that relate to early writing in the Subject Overviews and syllabuses. Track these to the P1-3 textbooks and discuss how this progress can be monitored.</i>

Related Professional National Standards:

1.1 Teachers must be knowledgeable of the development needs of the learners including physical, psychological, socio-economic and intellectual development.

ITT Activity

Working in small groups, student teachers should look through syllabus overviews and units to identify learning outcomes that relate to early writing. They should then work in pairs to look at different textbooks to map where activities for these learning outcomes are presented. Each pair should choose which activity they feel is particularly effective in promoting early writing, giving reasons for their answers.

Classroom Activity

Learners should work in pairs to create a story about water. This could be about a waterfall, a stream or an ocean, for example. They should agree upon 2 characters for their story and an adventure involving either a bucket or a bottle. Learners should write down 10 key words from their story once they have agreed what the story is about. They should then work with another group to share stories and work together to write two stories using the key words identified.

Certificate: Year 1		
Course 4: Language Development	Module 6: The Transition to English	? hours
This module explores the ways in which learners can be supported during the year (Primary 4) in which they transition from a national language to English as the medium of education.		
Learning Outcomes		
<i>By the end of the module, teachers will be able to:</i>		
<ul style="list-style-type: none"> Understand challenges facing young people in the transition to English and the language of instruction Understand how to support learners in the transition year and beyond		

Term	Key Concepts	Range and Activities
	Learners need to use both languages at times in the transition year	Work in pairs or a group to read the guidance in the Curriculum Framework and National Language Policy. Discuss the needs of learners from different language groups and backgrounds and identify the sort of support that they might need. Visit some Primary 4 classes and discuss with teachers the problems that occur and the support that is needed.
	Some learners will need more support than others in the change to English	
	Language confidence is key to the transition, so teachers need to give time and support	Work in pairs or a group to relate the problems to language transition work in Course 3 on Enabling Environments and how teachers can help learners develop confidence.
	This support may need to continue beyond Year 4.	

Related Professional National Standards:

1.4 Teachers demonstrate respect for learners' diverse cultures, religion, languages and experiences.

ITT Activity

Working in pairs, learners should select a particular topic from the P4 Social Studies textbook. They should write a list of key words and phrases for this topic and then explore the P3 Social Studies textbook to explore which words and phrases are new. Having identified new words etc, student teachers should discuss the ways in which these words could be promoted across the curriculum and within the classroom environment, including on charts and as part of discussions in other subjects.

Classroom Activity

Learners in P4 should be asked to talk about what they know about a recent community or national event. It would be helpful if there was a newspaper article or film clip to highlight this. Ask learners to talk about this in mother tongue but to prepare a presentation in English about what aspects of the event they found interesting. After each presentation, each group should create one sentence in English which summarises each presentation.

Year 1

Course 5: Curriculum Expectations

What are the key features of the South Sudan School Curriculum?

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		
Learning outcomes		
<i>By the end of the module, teachers will be able to:</i>		
<ul style="list-style-type: none">Understand the importance of the four aims Understand the implications of these aims for teaching and learning		

Term	Key Concepts	Range and activities
	The four aims have implications for teaching and learning	Work in pairs or small groups to read the four aims in the Curriculum Framework and complete the “If we want ... then ...” task. Present this to the whole group and compare the ideas.
	These have influenced the syllabuses	Work in pairs or small groups to track some of the aims into the syllabus units. Share their finding with other groups.

Related Professional National Standards:

2.3 Teachers have a good understanding of the national curriculum goals, priorities and subject standards.

ITT Activity:

For each of the curriculum aims, ask students in pairs to complete descriptions of the curriculum aim like this: ‘If we want **Good citizens of South Sudan**, then we need to’. Once each pair has written their statements, these should be shared with the whole class. Ask students to rank which statements they think are the most important for each of the curriculum aims. Using the top 3 statements for each aim, students should work individually to create an example of a letter to parents welcoming new children to school.

Classroom Activity:

This activity can be adapted for classroom use when learners are exploring a range of key issues or themes. They could, for example, write about 4 different modes of transport, explaining how they are environmentally responsible and then write about this for a travel magazine. This activity helps learners to think creatively and consider environmentally responsible behaviours and systems.

Certificate: Year 1		
Course 5: Curriculum Expectations	Module 2: The Curriculum Framework	? hours
This module explores the curriculum framework and how it provides an integrated curriculum		
Learning outcomes		
<p><i>By the end of the module, teachers will be able to:</i></p> <ul style="list-style-type: none"> Understand how the Curriculum Framework puts the subjects into a broader context <p>Understand the guidance given in the Curriculum Framework</p>		

Term	Key Concepts	Range and activities
	The Framework sets out the regulations for what is taught	Work in pairs or small groups to explore what is covered by the Framework – subjects, principles, heritage and culture etc.
	The Framework sets out an integrated curriculum	Explore how these link together in the Framework model. Discuss the model of the curriculum as a tree, and identify how this illustrates the connectivity.
	The Framework contains useful guidance	Explore the guidance given by the Framework on teaching and learning, gender equality, enabling environments etc. Each group should take one aspect and make a presentation to the others.

Related Professional National Standards:

2.3 Teachers have a good understanding of the national curriculum goals, priorities and subject standards.

ITT Activity:

Students should work in small groups to explore one aspect of the guidance within the curriculum framework about Gender Equality, Inclusion etc. (p.16 to 20). Students should prepare a diagram that explains how these aspects fit within the curriculum framework model, including key words, phrases and principles etc. They should be prepared to show and explain their model to the whole class, giving examples of the impact that this aspect has on enabling learners to reach overall curriculum aims.

Classroom activity:

This activity could be used in the classroom when learners need to distil or condense information into a more concise format. By creating a model or framework, learners need to be able to understand key elements and issues associated with a certain topic and recognise the links between them. This activity could explore features of the local community, for example, or important features of how to run a small business.

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		
Learning outcomes		
<p><i>By the end of the module, teachers will be able to:</i></p> <ul style="list-style-type: none"> • Understand the four competencies and why they are in the curriculum • Understand that these apply to ECD as well as primary school • Understand the relationship of the competencies to the primary subjects <p>Design some learning activities to promote one of the competencies</p>		

Term	Key Concepts	Range and activities
	The competencies develop generic skills, but these need a context of knowledge	Work in pairs or small groups to study what is said about the four competencies in the Curriculum Framework. Examine the Model on Page 10 and discuss how this relates to each subject. Complete the “Design a Town” task and discuss which competencies were involved.
	Understand that even the youngest children can develop within these competencies	Work in pairs or small groups to study the ECD Curriculum and identify where learners are required to apply or develop any of the four competencies.
	The competencies help learning in the subjects	Work in pairs or small groups to study some subjects in the Primary Curriculum and identify where learners are required to apply or develop any of the four competencies.

Related Professional National Standards:

2.3 Teachers have a good understanding of the national curriculum goals, priorities and subject standards.

ITT Activity:

Work in small groups to design a short radio announcement to advertise a teacher training course. The advert should explain that the course will help teachers to understand the importance of developing student competencies across the curriculum. Prepare a 2-minute announcement that provides teachers with an introduction to each of the four competencies. Two small groups should then work together to share their planned announcements, asking questions to clarify different parts of the advert and adapting scripts accordingly. As a whole class, share 3 or 4 announcements and decide which announcements provide the clearest message to teachers about student competencies and why.

Classroom Activity:

The radio announcement activity can be adapted so that it has a different focus. If you are studying The Environment for example in Social Studies, the radio announcement could be about advertising a training session relating to environmental conservation. For any announcement, there is a focus on clear communication skills, accurate subject content and a critical review of the advert that is designed.

Certificate: Year 1		
Course 5: Curriculum Expectations	Module 4: Subject Overviews and Syllabus formats	? hours
This module explores the Subject Overviews and Syllabus Units and how these define learning		
Learning outcomes		
<i>By the end of the module, teachers will be able to:</i>		
<ul style="list-style-type: none"> Understand how the subject syllabuses have been planned to identify key learning each year, and provide progress from P1 to S4 		
Understand how the sections of the syllabus units relate to each other		

Term	Key Concepts	Range and activities
	The overviews provide a structure for each subject	Work in pairs or a small group to look at the Subject Overviews and explore the strands and how the subjects have been structured. List the strands for each subject.
	The overviews provide progression for each subject	Work in pairs or a small group to explore how the overviews set out progression in each subject. Track progression along a number of strands. Devise quiz to check in which year group different statements are to be found.
	The Syllabus Units provide learning activities as well as learning outcomes	Work in pairs or a small group to explore the sections of the syllabus units and how these relate to one another. Discuss the importance of the “Key Inquiry Questions” and how these differ from the “Learning Outcomes”.

Related Professional National Standards:

1.1 Teachers know the content they teach and use their knowledge of subject specific concepts, assumptions and skills to plan teaching and learning.

ITT Activity:

Ask students to work in pairs to explore different curriculum subjects, preferably one that is less familiar to them so that they are building their knowledge and understanding across the curriculum. Ask students to copy and cut out yearly statements from the subject overviews. Challenge them to colour code each phrase within these statements to refer to the subject strands described in the introductory pages to the subject. Now shuffle statements and attempt to reorder them appropriately. Share this ‘shuffle’ with another pair who are working on another subject.

Classroom activity:

This activity can be adapted for the classroom by using it to help learners understand progression or sequences within certain topics. You could, for example, write and then shuffle statements relating to: life cycles, solving equations/problems, the plot of a story, recipes, how to build a well etc.

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		
Learning outcomes		
<i>By the end of the module, teachers will be able to:</i>		
Understand the importance of the three cross-cutting issues and how these relate to the subjects		

Term	Key Concepts	Range and activities
	The three cross-cutting issues are important areas of learning, but do not fit into one subject	Work in pairs or a small group to explore what is covered by the three cross-cutting issues
	Peace Education is essential to the development of the country	Work in pairs or a small group to explore how Peace Education tracks into the subject syllabuses
	Life Skills are essential to each learner through life	Work in pairs or a small group to explore how Life Skills tracks into the subject syllabuses
	The Environment and Sustainability is essential to the future of the planet	Work in pairs or a small group to explore how The Environment and Sustainability tracks into the subject syllabuses

Related Professional National Standards:

2.4 Teachers demonstrate good knowledge about the relationships among subjects.

ITT Activity

Ask students to work in pairs or small groups to create a visual representation of each of the three cross-cutting issues. They should research some symbols and logos that are used to communicate other ideas or beliefs, such as the Stop Sign, the Cross, Peace, UNESCO and Recycling etc. Students should consider different aspects of each cross-cutting issue and design either one symbol to represent the issue as a whole or create a collection of symbols/images to do so. Groups should read what it says in the Curriculum Framework about Cross-cutting issues (p.17) and should create a short mission statement for each cross-cutting issue, linking back to module 1 in this course.

Classroom Activity

Creating a visual representation using signs and symbols is a useful way of encouraging learners to identify key aspects of what they have been studying. Summaries presented in this way could be used to explain: a story, news article, song, invention, a scientific process, political or social structures etc. Symbols can be created through drawings but also using natural resources such as leaves and sticks etc.

Certificate: Year 1		
Course 5: Curriculum Expectations	Module 6: Integrated Subjects	? hours
This module explores the integrated subjects and how these relate to the primary curriculum		
Learning outcomes		
<i>By the end of the module, teachers will be able to:</i>		
Understand the importance of the two integrated subjects and how these relate to the syllabuses		

Term	Key Concepts	Range and activities
	ICT has been integrated into the primary curriculum	Work in pairs or a small group to identify the elements that have been integrated and track them in to subject syllabuses
	TVET elements have been integrated into the primary curriculum	Work in pairs or a small group to identify the elements that have been integrated and track them in to subject syllabuses

Related Professional National Standards:

2.4 Teachers demonstrate good knowledge about the relationships among subjects.

ITT Activity

Firstly, ask students to work in pairs to look at the way ICT or TVET has been integrated into one subject. Secondly, ask students to explore the way that ICT or TVET has been integrated into all subjects in one year. Students should prepare two questions to pose to the rest of the class about where a particular aspect of TVET or ICT has been integrated into the curriculum – questions should then be organised into whether or not each of these approaches to teaching and learning also connects into different Cross-cutting issues as explored in module 5.

Classroom Activity

This activity can be adapted if we consider that students have been asked to look 'vertically' (across subjects) and 'horizontally' (up, through subjects). In the classroom, learners could be asked to explore similar projects, ideas or themes. What do they know about the history of a particular shop, for example, compared to similar shops in their locality today? What can learners find out about a particular political or community leader compared to similar leaders or roles in the community today? These questions would make a good research topic for individual learners. Other interesting themes include national anthems, water systems, farming systems, communication networks, and medicines.

Course 6: Learning Areas and Subjects

The background and key approaches to the Learning Areas and Subjects

Certificate: Year 1		
Course 6: Learning areas and Subjects	Module 1: The ECD Learning Areas	? hours
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.		
Learning Outcomes		
<p><i>By the end of the module, teachers will be:</i></p> <ul style="list-style-type: none"> Familiar with the seven ECD Learning Areas Familiar with the key approaches to each Area <p>Able to design some activities within some of the Areas</p>		

Term	Key Concepts	Range and Activities
	Each Learning Area has its own approaches. These are outlined in the ECD Curriculum and Guidance	Work in pairs or a small group to study the ECD Curriculum and Guidance booklet. Each group prepares a presentation that identifies the key approaches associated with one of the seven Learning Areas. Link this to the Three Principles of Planning (page 25 onwards)
	Teachers need to take this into account when designing learning activities	Work in pairs or a small group to design some activities following the Guidance. Share these with other groups and critique. Where possible, work in pairs to teach the activity to a group or class and evaluate the impact.

Related Professional National Standards:

3.1 Teachers develop teaching activities that are in line with national education principles.

ITT Activity

Student teachers work in groups to take one learning outcome from one the ECD Areas of Learning. They use the three principles of planning to consider how learners could achieve this learning outcome during their first week of the school year. What topic might be appropriate and how would this compare to a ‘new year topic’ in P4?

Classroom Activity

Ask learners to talk about a time when they had a celebration in their family. Encourage others to ask them relevant questions about it. Ask learners to identify some numbers, patterns, music and actions that best explain what the celebration was all about. This activity helps learners to see how learning is linked across the curriculum.

Certificate: Year 1		
Course 6: Learning areas and Subjects	Module 2: The Primary Subjects	? hours
This module explores background and key approaches to the Primary Subjects. These are set out clearly in the Subject Overviews booklet which will underpin this module. Further guidance on the Arts and PE are in separate guidance booklets. Students will study all primary subjects taught at P1-3 and will choose either Christian or Islamic Religious Education.		
Learning Outcomes		
<p><i>By the end of the module, teachers will be:</i></p> <ul style="list-style-type: none"> • Familiar with the Primary Subjects • Familiar with the key approaches to each Subject • Able to design some activities within some of the Subjects 		

Term	Key Concepts	Range and Activities
	Each subject has its own approaches. These are outlined in the Subject Overviews and Guidance for the Arts and PE	Work in pairs or a small group to study the subjects as set out in the Subject Overviews and Guidance for the Arts and PE. Choose two subjects and prepare a presentation that identifies the key approaches associated with these subjects.
	Teachers need to take this into account when designing learning activities	Work in pairs or a small group to design some activities following the Guidance. Share these with other groups and critique. Where possible, work in pairs to teach the activity to a group or class and evaluate the impact.

Related Professional National Standards:

2.3 Teachers have a good understanding of the national curriculum goals, priorities and subject standards.

ITT Activity

Ask student teachers to work in pairs to examine either the PE or the Arts Guidance. They should prepare a role play as if one of them is the Arts/PE advisor for the Ministry and the other is a television reporter on World Education Day (A UNESCO led international day of celebration.) Students should design their role play as if the reporter believes that PE/the Arts should not be part of the curriculum so that the advisor has to promote its value.

Classroom activity

Learners should work in pairs to prepare a role play between a television reporter and a Head Teacher about a topic or subject that they have really enjoyed at school. The reporter should challenge the Head Teacher to explain why that subject is important and how it contributes to Lifelong learning. Learners should write an article for their local newspaper based on these interviews to highlight the benefits of coming to school.

Certificate Year 1

Course 7: Inclusion

A focus on inclusion, special educational needs and gender equity

Certificate: Year 1		
Course 7: Inclusion	Module 1: Special Educational Needs and Disabilities (SEND)	? hours
This module explores the variety of special needs that learners might have and how the needs might be met in the classroom		
Learning Outcomes		
<i>By the end of the module, teachers will be:</i> <ul style="list-style-type: none"> • Familiar with the range of special needs they might encounter Aware of the sorts of programmes and approaches that can help address these needs		

Term	Key Concepts	Range and Activities
	Teachers are likely to encounter a range of SEND in ECD and Primary Schools	Work in pairs or small groups to explore the range of most common SEND found in ECD and Primary Schools. Recognise that many learners who are not severely disabled might nevertheless have special needs. Prepare a presentation on the types of needs identified and the problems they cause to learners.
	Many learners who are not severely disabled might nevertheless have special needs	
	The teacher must be aware of these needs and try to meet them through different approaches and programmes	Work in pairs or small groups to explore the types of approaches and programmes that are appropriate to different needs.

Related Professional National Standards:

5.4 Teachers maintain an environment that is conducive to learning for all learners including those with special needs.

ITT Activity

Student teachers should work in pairs to prepare a set of statements to describe a range of needs that learners may have. These should cover: communicating and interacting; cognition and learning; social, emotional and mental health difficulties; sensory or physical needs. Different groups should then take different curriculum subjects or Areas of Learning and on two more cards (creating a set of cards), write particular approaches that would help learners with special needs to access these areas of the curriculum. Learners working in other subjects should then explore these sets of cards to consider how an approach in one subject may help approaches in another subject.

Classroom Activity

Student teachers should select one practical task such as a game to throw and catch empty bottles between partners on even numbers as learners count backwards from 20 to 0. Student teachers should consider how this activity could be adapted to support learners with special needs. Student teachers should consider what cognitive, physical, social interactions etc are required to help them appreciate the complexity of what learners with special needs face in what seems like a relatively straightforward task.

A focus on inclusion, special educational needs and gender equity

Certificate: Year 1		
Course 7: Inclusion	Module 2: Gender Equity	? hours
This module explores the importance of gender equity for schools and for the country and how schools can promote this.		
Learning Outcomes		
<p><i>By the end of the module, teachers will be:</i></p> <ul style="list-style-type: none"> Familiar with the issues surrounding gender equity in schools <p>Aware of the programmes that exist to promote gender equity</p>		

Term	Key Concepts	Range and Activities
	There is at present a significant issue with gender equity in education	Work in pairs or small groups to explore the issues of gender equity in education, and the advice given on gender equity in the Curriculum Framework. <i>Explore some of the programmes developed by UNICEF to address gender equity issues.</i>
	There are programmes to address this	
	All teachers must take steps to address the issue in the classroom	Work in pairs or small groups to list the steps a teacher and the school as a whole should take to promote gender equity.

Related Professional National Standards:

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.

ITT Activity

Student teachers should explore the work of UNICEF in relation to gender equity, the Rights of the Child (UNCRC) and the Sustainable Development Goals (SDGs). They should write together a summary of a UNICEF programme that they think is particularly effective, explaining why. As a whole class, groups should compare their summaries and explore the subject overviews to look for opportunities for learners to find about the work of UNICEF and other similar agencies.

Classroom Activity

During maths lessons, learners should be reminded from time to time about significant mathematicians throughout history. This helps them to develop a sense of their own skills as mathematicians and is an opportunity to talk about both men and women who have made a significant contribution to the field of mathematics. (Women to explore for example: Katherine Johnson - NASA, African American; Sofia Kovalevskaya – equations, Russian; Emmy Noether – algebra, German.)

A focus on inclusion, special educational needs and gender equity

Certificate: Year 1		
Course 7: Inclusion	Module 3: Creating Inclusive Environments	? hours
This module explores the importance of creating an inclusive environment in the school and classroom.		
Learning Outcomes		
<i>By the end of the module, teachers will:</i>		
Understand the key features and importance of an inclusive environment		

Term	Key Concepts	Range and Activities
	The key features of inclusive environments are set out in the Curriculum Framework	Work as a group to study what the Curriculum Framework & ECD Curriculum and Guidance say about enabling environments. Plan a presentation based on this.
	It is the responsibility of all teachers to create these environments	Watch video examples of classroom practice and identify what contributes to an enabling environment. List the features.
		Work as a group to plan an ideal classroom that has a positive and helpful enabling environment. Present to the other groups.

Related Professional National Standards:

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.

ITT Activity

Student teachers should work as a group to discuss the difference between equity and equality. They should talk about how to reduce exclusion, discrimination and barriers to learning and participation. Student teachers should consider this statement: ‘Viewing differences between children and between adults is a resource for learning.’ Student teachers should read about significant people in Africa who have championed Human Rights and consider how these stories can be shared with primary children, and what differences this would make.

Classroom Activity

As a whole class, learners should talk about how they are ‘the same but different’. From this discussion, teachers should talk about Human Rights and the importance to society of respecting this rule of law. Pairs of learners should then play a game of ‘It takes two’ – this entails one learner saying, ‘We are the same because...’ and then the other learner replies with a related statement, ‘...but we are different because...’. The game switches when one learner cannot think of a reply.

Certificate Year 1

Course 8: Assessment

How do we find out if learners have achieved the learning outcomes?

Certificate: Year 1		
Course 8: Assessment	Module 1: Principles of Assessment	? hours
This module explores the key forms, purposes and types of assessment.		
Learning Outcomes		
By the end of the module, teachers will:		
<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"		

Term	Key Concepts	Range and activities
	Forms of learning: K,U&S	Revise the three forms of Learning from Year 1 Course 1 and note that assessment must be based on the learning outcomes.
	Purposes of assessment: to find out what is going on in the learner's brain	Work in pairs or a small group to study the South Sudan Assessment Guidance to distinguish between: Formative, summative, ipsative, diagnostic, initial and evaluative assessment.
	Types of assessment	Also note the differences between: formal/informal; quantitative/qualitative; norm-referenced/criterion referenced; school-based-teacher assessment/examinations
	Authentic learning and authentic assessment	Work in pairs or a small group to study the "Authentic Learning" and "Authentic Assessment" (Greenstein below) and Assessment for Learning (Gipps and Stobart below)
	Assessment for learning	
	Attainment and achievement	Note the difference between "attainment" and "achievement" and its impact on assessment.

Related Professional National Standards:

4.1 Teachers are able to design valid and reliable assessment instruments.

ITT Activity

[Greenstein L. 2012 *Assessing 21st Century Skills A Guide to Evaluating Mastery and Authentic Learning* Corwin Books](#)

Student teachers should work in groups to discuss this paragraph and develop further questions to research: The term 'assessment for learning' is often mistakenly attributed to Rick Stiggins (2002), although Stiggins himself has always attributed the term to authors in the United Kingdom. In fact, the earliest use of this term in this sense appears to be a paper given at the annual conference of the Association for Supervision and Curriculum Development (James, 1992) while three years later, the phrase was used as the title of a book (Sutton, 1995). However, the first use of the term "assessment for learning" in contrast to the term "assessment of learning" appears to be Gipps & Stobart (1997), where these two terms are the titles of the second and first chapters respectively. The distinction was brought to a wider audience by the Assessment Reform Group in 1999 in a guide for policymakers (Broadfoot, Daugherty, Gardner, Gipps, Harlen, James & Stobart, 1999).

Classroom Activity

Learners should look at a news article about a recent event and discuss how they find out the extent to which the article is a true description of what took place. This activity will help them to develop critical thinking and allow the teacher to explore communication skills.

How do we find out if learners have achieved the learning outcomes?

Certificate: Year 1		
Course 8: Assessment	Module 2: Using Learning Outcomes	? hours
This module explores the importance of using Learning Outcomes in assessing learning attainment.		
Learning Outcomes		
<p><i>By the end of the module, teachers will:</i></p> <ul style="list-style-type: none"> • Be familiar with the South Sudan “Assessment Guidance”, and ECD Curriculum and Guidance booklets • Understand the three categories of Learning Outcome in the SS Primary Curriculum • Understand how these apply in the ECD Curriculum • Understand how these relate to the “Learn About” sections <p>Be aware of the appropriate assessment methods for different outcomes</p>		

Term	Key Concepts	Range and Activities
	The three categories can be found in the ECD curriculum as well as the primary syllabuses	Work in pairs or a small group to track k,u&s into the ECD Curriculum. Distinguish between knowledge and understanding in the “Knowledge and Understanding” column of the primary syllabuses.
	The learning outcomes can be tracked to the ‘Learn About’ sections to understand their meaning	Work in pairs or a small group to select some primary syllabus units and track the Learning Outcomes to the ‘Learning About’ sections. Can they all be found? Present finding to fellow student teachers.
	Different categories of learning outcome need different assessment methods	Work in pairs or a small group to study the South Sudan Assessment Guidance to distinguish between the assessment methods appropriate to different categories of Learning Outcome. Note that attitudes and values are aspirational and cannot be assessed like the other Learning Outcomes.

Related Professional National Standards:

4.3 Teacher apply (formal and) informal assessment methods in their lessons to gauge learners’ progress on a regular basis.

ITT Activity

Student teachers should work in groups to look in detail at two syllabus units in the same year but in a different subject. They should look carefully in the Learn About sections to identify where Learning Outcomes have the opportunity to be achieved. They should consider which syllabus unit presents the greatest challenge to the teachers to deliver, explaining the reasons.

Classroom Activity

Learners should work in small teams to create a true or false game that could be presented to the rest of the class at the end of a topic to assess learning. The key is to ensure that the ‘false’ statements are not too wild! The teacher should consider how many statements reflect knowledge and how many reflect understanding.

How do we find out if learners have achieved the learning outcomes?

Certificate: Year 1		
Course 8: Assessment	Module 3: Assessment Methods	? hours
This module explores the different assessment methods appropriate for class-based formative assessment.		
Learning Outcomes		
<p><i>By the end of the module, teachers will:</i></p> <ul style="list-style-type: none"> Understand the method explained in the South Sudan “Assessment Guidance” booklet Relate the methods to some specific Learning Outcomes in the syllabuses <p>Be familiar with the examples in the “Assessment Exemplar” booklet.</p>		

Term	Key Concepts	Range and Activities
	Reliable assessment needs more than one approach	Work in pairs or a small group to study the South Sudan Assessment Guidance to distinguish between the types of assessment approach and make a presentation on the nature and importance of triangulation. Take some Learning Outcomes and identify what observations, conversations would be made by the teacher, and what ‘product’ might be made by the learner.
	Triangulation is key to successful formative assessment	
	Tests devised by teachers are neither a valid nor reliable form of assessment	Understand why tests may be good for assessing knowledge but are unlikely to be able to assess deeper understanding or skills – which are key to the South Sudan Curriculum.
	Teachers need to be aware of what success should look like in terms of the learning outcomes. The SS “Assessment Exemplars” illustrates this	Work in pairs or a small group to study the South Sudan Assessment Exemplars to see the sort of learning that is expected in order to meet the Learning Outcomes.

Related Professional National Standards:

4.2 Teachers use different assessment methods, and use the data generated from the assessment to improve teaching and learning.

ITT Activity

Having looked carefully at the exemplars in the Assessment Exemplification guidance document, student teachers should search for an activity in groups in a P8 textbook. They should choose an activity that directs them to produce something on paper. They should work in pairs to produce a piece of work that could be included in the exemplification guidance – clearly illustrating how learning outcomes have been met.

Classroom Activity

Learners should be challenged to create a piece of music using body percussion and a simple song to describe the journey from ‘field to fork’ or their favourite vegetable. They should imagine that they are creating a song for younger learners to help them develop vocabulary relating to food and farming. The teacher should observe carefully how well learners work in groups, asking questions to clarify why sounds and lyrics have been chosen.

How do we find out if learners have achieved the learning outcomes?

Certificate: Year 1		
Course 8: Assessment	Module 4: Using Assessment to Improve Learning	? hours
This module explores ways of using assessment to improve learning.		
Learning Outcomes		
<p><i>By the end of the module, teachers will:</i></p> <ul style="list-style-type: none"> • Understand the assessment cycle • Understand the importance of encouraging feedback so that learners know what to do to improve <p>Be aware of the range of support than can be offered</p>		

Term	Key Concepts	Range and Activities
	Teachers need to make use of assessments in order to improve learning	Work in pairs or a small group to study the South Sudan Assessment Guidance to find out about the “Assessment Cycle” and its various parts. Discuss why it is important to make learners aware of what they have learned and what they have to do next, and why it is important that such feedback is encouraging. <i>Devise some support for a learner who has failed to achieve a selected Learning Outcome.</i>
	Feedback needs to be encouraging	
	Opportunities must be taken to support learners who need extra help	

Related Professional National Standards:

4.2 Teachers use different assessment methods, and use the data generated from the assessment to improve teaching and learning.

ITT Activity

Student teachers should identify a P7 or 8 science topic that they feel themselves is less familiar. They should read through the activities and work together to discuss which learning outcomes present a challenge and what extra support they feel they need to address this gap in understanding. They should list strategies to reduce the ‘learning gap’ and select one or two to explore in the context of other topics.

Classroom Activity

Learners in P4 should write about what they understand in relation to Climate Change. They should accompany their short piece of writing with a diagram to help explain what they know. The teacher should assess what is known about climate change through conversations, observations and by exploring work produced. They should group learners for the next lesson according to common misconceptions. NB This I group is for the next lesson – not the whole topic!

How do we find out if learners have achieved the learning outcomes?

Certificate: Year 1		
Course 8: Assessment	Module 5: Keeping Assessment Records	? hours
This module explores the methods of keeping assessment records, and how they can be interpreted.		
Learning Outcomes		
<p><i>By the end of the module, teachers will:</i></p> <ul style="list-style-type: none"> Understand the requirements for keeping assessment records <p>Be able to complete records from given data and draw conclusions from patterns</p>		

Term	Key Concepts	Range and activities
	The 4-point scale makes recording end of unit assessments straightforward	Work in pairs or a small group to study the South Sudan Assessment Guidance to find out how the End-of-Unit assessments must be made and recorded.
	Assessment records help teachers monitor progress	Look at some examples of class assessment records and discuss what these show about the progress of individual learners.
	It may be necessary to keep additional notes on certain learners	Discuss why it might be important to supplement these records with additional notes on certain learners.

Related Professional National Standards:

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.

ITT Activity

Student teachers should be provided with a class record for English in P4. Student teachers should explore the data and present a summary of what has been achieved in year 4 and where there appear to be gaps in learning. Student teachers should suggest possible explanations for gaps in learning and lower attainment and should consider future mitigation strategies such as better attendance, a greater emphasis on gender equity and a greater use of formative assessment.

Classroom Activity

Learners should look at some data sets that describe popular products sold in markets. They should create a list of 5 questions that they would like to present to the market traders in order to help them better understand the data. Questions generated will enable the teacher to evaluate how well the data has been understood.

Certificate Year 1

Course 9: The Role of the Teacher

The role of the teacher in and out of school

Certificate: Year 1		
Course 9: The role of the Teacher	Module 1: National Professional Standards and Code of Ethics	? hours
This module explores the National Professional Standards and Code of Ethics and their importance for teachers		
Learning Outcomes		
<i>By the end of the module, teachers will:</i> Understand the National Professional Standards and Code of Ethics and their importance for teachers		

Term	Key Concepts	Range and Activities
	The National Professional Standards and Code of Ethics provide the key framework for teachers' professional role	Work in pairs or small groups to study the National Professional Standards and Code of Ethics and develop a presentation to explain their importance to the teacher. Share with other groups.

Related Professional National Standards:

7.1 Teachers apply the rules and policies of the Ministry of General Education and Instruction.

ITT Activity

Student teachers should look through the National Professional Standards document and select one of the standards to consider in detail. They should take the 'Description' for one of the standards and work together to create a set of questions to ask a teacher that explores whether or not they have met this standard. Student teachers should present a short role play that exemplifies this and include one answer that does not reflect understanding – asking other students in the audience to identify which answer this is.

Classroom Activity

Learners should play 'Odd One Out' by gathering items that are similar, such as leaves, stones or fruits. They should select a theme for their collection and then challenge others to identify which object they think is the odd one out, explaining why. To make this more complicated, groups of items can be presented to other groups without revealing the theme. It is interesting to hear what is identified as being 'odd' when the category is not specified!

The role of the teacher in and out of school

Certificate: Year 1		
Course 9: The role of the Teacher	Module 2: Working with Parents	? hours
This module explores the importance of working with parents to promote their children’s learning		
Learning Outcomes		
<i>By the end of the module, teachers will:</i> <ul style="list-style-type: none"> • Understand the importance of working with parents Recognise the opportunities to meet and build relationships with parents		

Term	Key Concepts	Range and activities
	Education benefits from good relationships between home and school	Visit a school that has good relationships with parents and talk to Headteacher and others about how this works. Explore the role that teachers play in this. Make a presentation about this to other groups.
	Teachers need to play an active role in promoting good relationships	
	Schools are most successful when they function as a welcoming and supportive community for learners, staff and other stakeholders	Work in pairs or small groups to look at the “Child Friendly School Index” and “Care and Conduct of the Learners” section of the School Inspection Framework and list the features that are important.

Related Professional National Standards:

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.

ITT Activity

This activity could take place after a School Practice week, as long as student teachers are prepared to explore this before they attend the school. Student teachers should prepare a list of why they think it is important to develop strong relationships between home and school. From this list, student teachers should select one issue that they talk about in detail with either a teacher at the school they visit or the Head Teacher. After this conversation, they should present what they have found to other student teachers, comparing strategies across schools where similar themes have been explored.

Classroom Activity

Learners should prepare to interview a teacher. They should aim to find out what aspects of being a teacher are the most enjoyable and the most exciting. Learners should compare responses from different teachers and write an advert to encourage people to train to be a teacher. These adverts should contain key words and phrases which are taken both from the interview and from the Professional Standards that the teachers share to some extent.

The role of the teacher in and out of school

Certificate: Year 1		
Course 9: The Role of the Teacher	Module 3: The Teacher in the Community	? hours
This module will explore the role of the teacher within the school and wider community		
Learning Outcomes		
<p><i>By the end of the module, teachers will:</i></p> <ul style="list-style-type: none"> • Understand the importance of the school community and the roles teachers play within this <p>Understand the important roles that teachers play in the wider community</p>		

Term	Key Concepts	Range and Activities
	A school can play an important role within the wider community, and teachers have an important part to play in this	Visit a school that has good community relationships and talk to Headteacher and others about how this works, and what projects they engage in. Work in pairs or small groups to look at the “Community Relationships” section of the School Inspection Framework – list the features that are important.

Related Professional National Standards:

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.

ITT Activity

Student teachers should look in pairs at Area 6 of the Inspection Framework to explore Community Relationships. They should explore the descriptions of Excellent, Good etc. Student teachers should take one statement from the Community Relationships Checklist and outline some actions that a school could take to address these in the form of an Action Plan. This Action Plan should set out clear opportunities for schools to evaluate their progress towards ‘Excellent’.

Classroom Activity

Learners should plan together a community event that will help to build relationships within their community. They should set out some actions to help plan and prepare for their event, making sure that they outline clear roles, responsibilities and timescales. Ideas for an event could be a Poetry Competition, an Arts Fair, a Sports Championship or an Innovation Fair.

The role of the teacher in and out of school

Certificate: Year 1		
Course 9: The Role of the Teacher	Module 4: Keeping Children Safe	? hours
This module explores the responsibilities of the teacher in keeping children safe.		
Learning Outcomes		
<p><i>By the end of the module, teachers will:</i></p> <ul style="list-style-type: none"> • Understand what need to be done to keep children safe in school <p>Understand how children can be helped to stay safe out of school</p>		

Term	Key Concepts	Range and Activities
	The school has a responsibility to ensure that all learners stay safe in school	Work in pairs or small groups to list the hazards or dangers that learners might face in school (physical, social and emotional). Discuss ways of ensuring that learners stay safe and share ideas with other groups.
	The school also has a responsibility to help learners stay safe in their lives outside of school	Work in pairs or small groups to list the hazards or dangers that learners might face out of school (physical, social and emotional). Discuss what learners need to know and understand in order to stay safe.

Related Professional National Standards:

7.2 Teachers have regard for the need to safeguard for the policies and practices of the school in which they teach.

ITT Activity

Student teachers should consider what it means to keep children safe. They should consider emotional and physical needs. Student teachers should conduct some research into different organisations and resources that are aimed at keeping children safe, such as Save the Children, and they should relate this to the Right of the Child (UN). Student teachers should identify from their research 5 key actions that all schools should take to keep children safe.

Classroom Activity

Learners should talk about taking risks. They should discuss together what risks they take at school, at home and in their community. They should compare these risks and talk about the consequences of taking risks without assessing dangers. They should also discuss the benefits of taking certain risks in controlled environments. Learners should select one risk that they believe is worth taking and prepare a short presentation to the rest of the class to explain their thinking.

The role of the teacher in and out of school

Certificate: Year 1		
Course 9: The Role of the Teacher	Module 5: Administration	? hours
This module explores the administrative procedures that teachers must be able to carry out		
Learning Outcomes		
<p><i>By the end of the module, teachers will:</i></p> <ul style="list-style-type: none"> • Understand the requirements for registration <p>Be familiar with other necessary administrative procedures</p>		

Term	Key Concepts	Range and activities
	Teachers have a responsibility to carry out certain administrative functions	Work in pairs or small groups to look at a school register and the instructions for completing it. Visit a school and talk to the Headteacher and others about other administrative duties that teachers need to perform.

Related Professional National Standards:

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.

ITT Activity

Student teachers should consider what aspects of administration are aimed at keeping children safe. They should think about records that are kept, for example those about accidents, and consider how a register of attendance can help to monitor learners who regularly miss school. Student teachers should look at some registers and other records and write a summary to describe how administration can help to keep learners safe.

Classroom Activity

Ask learners to create a log to record their 'Star Achievements'. They should choose their format and set themselves some targets in discussion with other learners. Learners should consider each day what they achieved and then at the end of the week review their log to consider how useful target setting and recoding has been to their progress and development.

Certificate Year 1

Personal Studies

Certificate: Year 1		
Personal Studies	Module 1: Programme Introduction and Study Skills	? hours
This module gives student teachers an overview of the 2-year programme, and a background understanding of the study skills necessary		
Learning Outcomes		
<i>By the end of the module, teachers will:</i>		
<ul style="list-style-type: none">Understand the structure and basis of the 2-year programme Develop key study skills		

Term	Key Concepts	Range and Activities
	The structure aims of the programme	The nature, extent and purpose of the overall programme
	Research skills	Student teachers will be introduced to a range of research, analysis and presentation skills, and will use these in their study of other courses.
	Analysis skills	
	Presentation skills	
	Co-operative skills	Working in pairs or a group is a key aspect of the programme and an essential approach with learners in the EDC and Primary School.

Related Professional National Standards:

6.1 Teachers are continuously engaged in their own professional development at various levels.

ITT Activity

Student teachers should create a pie chart to represent the different modes of study that will support them as they progress through the certificate programme. They should pay attention to the extent to which each mode of study will be incorporated into the programme and arrange their pie chart accordingly. They should highlight which mode of study they believe will be most challenging and share this with their tutor.

Classroom Activity

Learners should produce a short role play that they believe could represent their teachers having a meeting to plan the year ahead at school. One learner should take on the role of the Head Teacher. The role play should show a discussion about gender equity and how to keep learners safe.

Certificate Year 1

Personal Studies

Certificate: Year 1		
Personal Studies	Module 2: ICT	? hours
This module introduces students to basic ICT skills		
Learning Outcomes		
<i>By the end of the module, teachers will:</i>		
<ul style="list-style-type: none">• Be familiar with the use of a computer to carry out research and make presentations in various forms		
Be introduced to some key educational programmes		

Term	Key Concepts and Abilities	Range and Activities
	Use of word processing programmes	Student teachers will be shown how to use the basic programmes of word processing and presentations (such as PowerPoint). They will be shown how to conduct internet searches effectively and safely. They will then practise the use of these programmes and use them in their study of other courses.
	Use of internet searches and internet safety	
	Programmes for making presentations	
	Educational programmes	They will explore a range of educational programmes suitable for ECD and Primary learners.

Related Professional National Standards:

3.5 Teachers acquire basic knowledge of ICT and use it safely and ethically to promote learning.

ITT Activity

Student teachers should look together at Worldreader if it is available. They should discuss how the programme is organised and how they think it could be best used with students across the Primary age range. Student teachers should select two contrasting books within the programme for P4 and discuss the challenges of language in view of the fact that P4 is a transition year into English Instruction.

Classroom Activity

Learners should look at a book on Worldreader together if possible and talk about what they find out. They should be challenged to find a book that is 'completely different', comparing how the book is presented and organised. Learners should set themselves a challenge of reading two 'completely different' books every week and record what they find out in a reading diary.

Certificate Year 1

Personal Studies

Certificate: Year 1		
Personal Studies	Module 3: History or Philosophy of Education	? hours
This module gives students the opportunity to engage in their own research into an aspect of the History or Philosophy of education.		
Learning Outcomes		
<i>By the end of the module, teachers will:</i>		
<ul style="list-style-type: none">• Have gained a better understanding of education through their study of the topic• Have improved their research and presentation skills		

Term	Assignment
	Student teachers will choose a topic from the history or philosophy of education and conduct their own research through a variety of electronic and print sources. Working individually, in pairs or in groups, they will prepare a presentation that organises their research and relates it to education in South Sudan. The presentation may be written or by electronic means such as PowerPoint.
	Expectations
	<ul style="list-style-type: none">• Thorough research of the topic using more than one source• Coherent organisation of the material• Material related to the situation in South Sudan• Clear and cogent presentation

Related Professional National Standards:

6.1 Teachers are continuously engaged in their own professional development at various levels.

ITT Activity

Student teachers should be directed to some summaries of education philosophies. They should compare these summaries and discuss when and where these philosophies were developed. Student teachers should consider that during the course of the Certificate Programme they will be encouraged to develop their own philosophy.

Classroom Activity

Learners should explore some aspects of philosophical thinking and 'great philosophers'. This could be part of School programmes. Learners should consider the role of philosophy in the 21st Century and construct a short guide to philosophy for younger learners.

Certificate Year 1

Personal Studies

Certificate: Year 1		
Personal Studies	Module 4: Culture and Heritage of South Sudan	? hours
This module gives students the opportunity to engage in their own research into an aspect of the culture and heritage of South Sudan.		
Learning Outcomes		
<i>By the end of the module, teachers will:</i>		
<ul style="list-style-type: none">• Have gained a better understanding of the culture and heritage of South Sudan• Be able to relate this to the school curriculum		
Have improved their research and presentation skills		

Term	Assignment
	Students will choose an aspect of South Sudanese heritage and culture and conduct their own research through a variety of electronic and print sources. Working individually, in pairs or in groups, they will prepare a presentation that organises their research and relates it to the school curriculum. The presentation may be written or by electronic means such as PowerPoint.
	Expectations
	<ul style="list-style-type: none">• Thorough research of the topic using more than one source• Coherent organisation of the material• Material related to the school curriculum in South Sudan• Clear and cogent presentation

Related Professional National Standards:

6.4 Teachers seek knowledge about and contribute to the heritage, values, customs and traditions of South Sudanese society.

ITT Activity

Student teachers should consider one aspect of either culture or heritage that they find particularly interesting. They should outline some key features and present a summary of what they know and understand. Using this structure, they should research an aspect of either culture or heritage that is less familiar to them. They should generate ideas for this through discussions with tutors and other student teachers.

Classroom Activity

Upper primary learners should be introduced to key aspects of the culture and heritage of a country that has a similar population to South Sudan but is different in many other ways, such as Cuba or Belgium. Learners should prepare a collage or poster presentation which highlights a variety of aspects of the country they have chosen. They should show population density compared to population, explaining what impact this has on the environment and the economy.

Certificate Year 1 Personal Studies

Certificate: Year 1		
Personal Studies	Module 5: National & International Initiatives	? hours
This module will enable students to study some important local and international initiatives		
Learning Outcomes		
<i>By the end of the module, teachers will:</i> <ul style="list-style-type: none"> • Have a better understanding of some key initiatives Have improved their study skills		

Term	Key Areas of Study	Range and Activities
	Accelerated Learning Programme	Within each topic, students will work individually, in pairs or in groups to research the subjects and prepare a presentation that organises their research. The presentation may be written or by electronic means such as PowerPoint.
	Community Girls Schools	
	Child-Friendly Schools	
	Sustainable Development Goals	

Related Professional National Standards:

6.1 Teachers are continuously engaged in their own professional development at various levels.

ITT Activity

Student teachers should explore one of the 17 goals within the 2030 Sustainable Development Goals. They should consider what role school communities have in working toward this goal and how the National Curriculum Framework also supports progress towards this goal. Student teachers should create a fact sheet about the goal they have chosen and challenge other student teachers to identify which goal they have described.

Classroom Activity

Learners should explore in pairs the establishment of the United Nations (UN). They should consider the role played by the UN in South Sudan in the past and in the present. They should discuss what role the UN might have in South Sudan in the future. Learners should look at the UN logo and then create a logo of their own to illustrate how they as an individual will work towards peaceful coexistence.