



ITT Year Two Syllabus Units

ECD and Lower Primary

South Sudan



Certificate Year 2
Pre-Primary and Lower Primary
Course 1: How Children Learn

| Certificate Year 2 | | |
|--|---|----------------|
| Pre-Primary and Lower Primary Focus | | |
| Course 1: How Children Learn | Module 1: Learning and Memory Theories | ? hours |
| <p>This module builds on the Year I Module 1.1 about theories of learning and considers in more detail how they impact on classroom practice and can help the design of learning activities and the support of learners. It also builds on Year 1 Course 2 to examine how pedagogical approaches are underpinned by the theory.</p> | | |
| Learning Outcomes | | |
| <p><i>By the end of the module, teachers will be able to:</i></p> <ul style="list-style-type: none"> • Be aware of the importance of recent research into the brain • Identify how recommended teaching approaches reflect the learning theories <p>Plan learning activities for ECD and Lower Primary that support the syllabuses</p> | | |

| Term | Key Concepts/Abilities | Range and Activities |
|-------------|---|--|
| | Social constructivist theory underpins modern practice | Find out about Vygotsky's ideas of social learning and the importance of language, and identify these in the curriculum |
| | Recent brain research stresses the importance of making connections within learning | Work in a group to study the recent research on the brain and learning (such as Goswami (2008)). Make a presentation that links this to the South Sudan curriculum and teaching approaches. |
| | Learning within the cognitive and affective domains might be different | Work in a group to study the impact of emotions on cognition, and how young people develop values and attitudes. Make a presentation. |
| | Impact on schools and the curriculum | Work in a group to design learning activities within ECD and Lower Primary that reflect these |
| | Teach these activities in the classroom and reflect on the outcomes | Work in pairs to teach and observe first-hand experience, group work, discussion etc. Discuss the activities in pairs and present to the group. |

Related Professional National Standards:

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

ITT Activity

Ask student teachers to work in groups of three or four to each read a different (short) article or stimulus piece about recent research on the brain and learning. Ask each student in the group to read the article individually and then record on (individual) cards what they think are the main learning points from the article – one learning point per card. Learning points must focus on the connection between brain research and learning. Each student then takes turns to present a brief summary of their article and share the main learning points they identified with the rest of the group – explaining how they think the research connects with what we know about learning. Ask the group to collate their post-its or cards and decide 3 or 4 main points of learning. Using this set of points, challenge the group to prepare a short presentation for the rest of the class

explaining their learning points and most importantly, how their learning links to the SS curriculum and teaching approaches.

Classroom activity:

Student teachers should choose one teaching approach that helps learners make connections within learning. Practising 'Kim's game', *remembering items that are subsequently hidden) for example, and encouraging learners to look for patterns, trends, links and useful connections between sets of random objects helps learners develop observation and visual memory skills that can be transferred into other areas of study.

References

Vygotsky L.S. (1927) *The Mind and Society* (re-published SL Press 2007)

Goswami U (2008) *Cognitive development: The learning brain*. Routledge

Goswami U (2009). *Neuroscience and education: from research to practice? Nat Rev Neurosci* 7(5):406-11

| Year 2: Pre-Primary and Lower Primary Focus | | |
|---|---|---------|
| 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. It will look at Bloom's Taxonomy and the notion of "deep" and "surface" learning. | | |
| Learning Outcome | | |
| <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 knowledge, understanding and skills and the differences between them • Understand the importance of Bloom's Taxonomy and conceptual understanding • Understand concept formation and deep and surface learning <p>Plan learning activities appropriate to each</p> | | |

| Term | Key Concepts/Abilities | Range and Activities |
|------|--|---|
| | Teachers need to recognise the three forms of learning | Work in a group to identify knowledge, skills and understanding in the ECD and Lower Primary Curriculum, and textbooks, and plan some learning activities to promote each of these. |
| | Bloom's taxonomy sets out a hierarchy of learning difficulty | Study Bloom's taxonomy and Anderson's later amendment and compare to the Learning Outcomes of the SS curriculum. |
| | Concepts are formed from a range of experiences | Design a range of experiences to meet one area of the ECD or Lower Primary Curriculum. |
| | Deep learning involves active involvement of the learner | Work in a group to find out about ideas of deep & surface learning (such as Marton and Saljo) and track into the 'Learn About' sections of the curriculum. |
| | Learning activities need to be planned to provide experiences and ensure deep learning | Work in a group to plan some learning experience in different subjects and ECD Learning Areas. If possible, work in pairs to teach these to a class and evaluate the impact. |

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 or threes to select one learning objective from Bloom's taxonomy, including knowledge, comprehension, application, analysis, synthesis, and evaluation. Each group creates a wallpaper poster for their selected objective. The poster should be designed to explain the learning objective to learners. The poster must include a definition of the objective; a symbol for the objective; a set of 3 verbs or command terms that connect with the objective and some examples of what the objective might look like in classroom practice. Groups should be prepared to explain the rationale behind their poster design.

Classroom activity

This activity could be adapted for classroom use when student teachers are setting learning goals for a lesson. Student teachers should use the taxonomy to plan tasks, activities and questions reflective of the different levels of thinking and reasoning. In exploring sets of 2D shapes, for example, can learners choose a triangle? Can they describe it? Can they then explain its characteristics, and compare it to other geometric shapes? In this process, all learners start at the same point—recognizing and defining—and then 'move up' Bloom's Taxonomy. This activity will help you include every level of thinking necessary for total comprehension without skipping any critical levels of development.

References

- [Bloom, B. S.](#); Engelhart, M. D.; Furst, E. J.; Hill, W. H.; [Krathwohl, D. R.](#) (1956). *Taxonomy of Educational Objectives: The classification of educational goals.*
- Marton F and Saljo R (2008) *Deep and Surface Approaches to Learning* Gottenburg
- Entwistle N. (1988 book) *Styles of Learning and Teaching* Routledge
- Anderson and Krathwol (2001) *A Taxonomy for Learning, Teaching and Assessing: A revision of Bloom's Taxonomy of educational objectives.* Longman New York

| Year 2: Pre-Primary and Lower Primary Focus | | |
|---|---|---------|
| Course 1: How Children Learn | Module 3: Higher Order Thinking Skills (HOTS) | ? hours |
| This module explores the concept of higher order thinking skills (HOTS), the thought processes that are involved and the impact this has on classroom practice and on assessment. | | |
| Learning Outcome | | |
| <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 HOTS • Understand Webb’s “Depth of Knowledge” analysis and its importance to learning and assessment • Understand the connection to Bloom’s Taxonomy <p>Plan learning activities that promote HOTS</p> | | |

| Term | Key Concepts/Abilities | Range and Activities |
|------|--|---|
| | Different forms of learning can be put into a hierarchy | Building on Module 2, study the 4 levels of Webb’s DOK, and read the relevant parts of the SS “Assessment Guidance”. Look for examples of the four levels in the SS curriculum. |
| | Webb’s DOK relates to Bloom | Work in a group to compare Bloom’s taxonomy to Webb’s DOK and make a presentation explaining the differences. |
| | Webb’s DOK underpins the SS examination system | Identify HOTS in SS syllabuses and look at exam blueprints and specifications to see how they are based on Webb’s DOK. |
| | Teachers need to plan particular sorts of activities to promote HOTS | Work in a group to plan learning activities that will promote HOTS within different subjects and ECD Areas of Learning. If possible, work in pairs to teach these to a class and evaluate the impact. |

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 groups of 6 which will be their *home* group. Each group should allocate three members to study Bloom’s Taxonomy and three to look at Webb’s Depth of Knowledge. Each trio should write down a very brief explanation of the learning framework and give three examples of its importance to planning, learning, and assessment. Ask each trio to create an illustration of what one of their three examples would look like in terms of classroom practice. Ask each trio who are looking at Bloom’s Taxonomy to come together to share findings and form an expert Bloom’s group. The trios looking at Webb’s DOK should do the same.

Challenge the two expert groups to discuss and agree the key information needed to explain their framework, and to ensure they have some very good examples of its importance to learning and assessment. Ask the students to go back to their home group of six and share their new expertise with each other. Challenge each group to create a chart of similarities and differences between Bloom’s taxonomy and Webb’s DOK and to describe the importance of both to planning, learning, and assessment.

Classroom Activity

Student teachers should keep a list or collection of every activity they ask learners to do in a day (or in one subject area for a week), including classwork, homework and projects. They should sort them into categories according to each of the four DOK levels. Student teachers should reflect on the range of learning opportunities being presented to learners over the given time period. Do tasks and activities provide different levels of complexity? Are all four levels of complexity being applied? Where are the gaps? Where are the opportunities to improve the rigour of planning and instruction? How can using Webb’s DOK framework link to assessment practices?

References

Webb, N. (2005). *Depth-of-Knowledge Levels for Four Content Areas*.
http://www.aps.edu/rda/documents/resources/Webbs_DOK_Guide.pdf

| Year 2: Pre-Primary and Lower Primary Focus | | |
|--|---|---------|
| Course 1: How Children Learn | Module 4: Interest, Enjoyment and Relationships | ? hours |
| This module explores the importance of interest, enjoyment and relationships in learning and considers how these impact on teaching and learning. | | |
| Learning Outcome | | |
| <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, enjoyment and relationships to learning Design learning activities that promote interest and enjoyment <p>Understand how to create classroom relationships that promote learning</p> | | |

| Term | Key Concepts/Abilities | Range and Activities |
|------|---|---|
| | Learning activities can be designed to promote interest and enjoyment and so enhance learning | Work in pairs or small groups to list the sorts of activities or approaches that are likely to promote interest and enjoyment in learning . Select some syllabus units from the ECD and Lower Primary Curriculum and develop some activities and approaches that will make these more interesting and enjoyable for learners. Share these with other groups. |
| | Teachers can take steps to ensure that positive relationships enhance learning | |

Related Professional National Standards:

3.4 Teachers use participatory teaching and learning activities relevant and meaningful to learners and relate them to everyday lives by using real life stories, local examples and materials.

ITT Activity

Ask student teachers to work in small groups of 4 or 5. Each group is given a piece of chart paper with a question written in the centre, either '*What sort of activities or approaches are likely to promote **interest** in learning?*' or '*What sort of activities or approaches are likely to promote **enjoyment** in learning?*'. Each group member reflects silently on the question for a minute before writing their thoughts, ideas or responses in the space around the question. Ask the group to maintain silence throughout this activity. Once group members have added their ideas, challenge the group to silently illustrate links and connections between the responses. Ask them to write comments or questions that help them arrive at a completed chart. Bring the groups together to debrief their findings. Structuring the activity in this way will highlight how hesitant or reluctant students can be included and fully involved in the 'discussion'.

Classroom Activity

This activity can be adapted for classroom use when learners are being introduced to a new theme or topic. As a silent activity it provides all learners with the opportunity to reflect on what they already know, and then share their thinking and wonderings while connecting to the thoughts of their classmates. Giving learners questions such as 'What do you do when you get to a challenge in math?' will help learners surface their problem-solving strategies. This is also a good time to discuss new ideas, provide clarifications, correct misconceptions and try to answer questions that were left unanswered. This activity helps engage learners and create effective classroom relationships that promote learning.

| Year 2: Pre-Primary and Lower Primary Focus | | |
|---|---------------------------------|----------|
| 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"> Apply their understanding of the benefits of learning through play to the planning and design of the learning environment, materials and activities, relating this to the theoretical background Plan and prepare a variety of learning experiences that enable children to develop through individual and group play, developing their independence <p>Apply what they know about learning through play to design and plan activities that encourage children to initiate their own learning and make choices and decisions</p> | | |

| Term | Key Concepts/Abilities | Range and Activities |
|------|--|---|
| | Research shows that play is essential to learning for young children | Explore and summarise a range of research papers and studies that evidence the benefits of learning through play. Consider which aspects in each ECD area of learning can provide opportunities for children to learn through play. |
| | 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). |
| | Exploration and inquiry are essential aspects of learning | Self-study: Research through observation and conversation with teachers as well as relevant literature, key features of activities that inspire and engage children to explore and inquire. |
| | 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 central concepts and skills of the discipline.

ITT Activity

Ask student teachers to work in groups to compose a short RAP or song that helps explain the features and function of a part of the brain (eg hippocampus, pre-frontal cortex, amygdala). Ask each group to perform their composition to the rest of the class. Using Bloom's Taxonomy or Webb's DOK as a guide, student teachers should then complete a short reflection exercise about their experience, concluding with a discussion about what the experience taught them about play-based learning and social and emotional development.

Classroom Activity

This activity can be adapted for classroom use when learners are introduced to fun songs that help them remember number facts or days of the week. Using the children's book *Handa's Surprise* as a stimulus, learners can compose rhymes, raps or songs that retell the story or parts of the story. This helps them explore language and vocabulary about animals and fruit. Where possible, student teachers should take the opportunity to stand back and observe the behaviours of learners during the experience and talk to them about how they feel about learning this way. What differences or similarities do students notice in how the learners engage in the activity, or approach the task? What learning behaviours are observed?

| Year 2: Pre-Primary and Lower Primary Focus | | |
|---|---|----------------|
| Course 1: How Children Learn | Module 6: First-hand Experiences and Active Learning | ? hours |
| This module builds on Module 6 from Year 1 to focus on creating first-hand experiences and active learning in the context of the ECD and Lower Primary 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 the importance of first-hand experiences and active learning to HOTS, and relate this to the theory Identify the types of learning that will require first-hand experiences and active learning <p>Design and deliver learning activities that involve first-hand experiences and active learning in the ECD and Lower Primary Curriculum</p> | | |

| Term | Key Concepts/Abilities | 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 higher forms of Learning (DOK 3&4) in a range of ECVD and Lower Primary syllabuses and explore the sorts of experiences that would be needed to promote these. |
| | Much learning in the SS syllabuses require this approach | Work in a group to study some “Learn About” sections of the ECD and Lower primary 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 Learning Outcomes from a range of subjects and ECD Learning Areas and design activities to promote these. Where possible, work in pairs to teach some of these in a classroom and evaluate the impact. |

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 individually, to begin with, to identify examples of learning related to **strategic thinking** and **extended thinking** in a selection of ECVD and Lower Primary syllabuses. Students should make a note of the examples selected and then share these with a partner, giving reasons and explaining why the examples were selected and how they know the examples connect to DOK 3 and 4. Do the student teachers agree with each other’s assessments? Is their rationale and explanation clear? Using one or two examples from the syllabus, ask each pair to create a spider diagram of the sorts of learning experiences and activities that would be required to promote both strategic thinking and extended thinking for learners. Student teachers should be prepared to explain their thinking and rationale to others and to describe where they feel most and least confident in their rationale. They should also be prepared to talk about the connection between higher forms of learning and assessment.

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 exploring the story of *Handa’s Surprise*, for example, learners could be asked to design a device that would prevent the animals from stealing the fruit (DOK3) or could reconstruct the story, or parts of the story from the perspective of the elephant, or Handa’s friend, Akeyo (DOK 4). Student teachers should reflect on how these kinds of experiences promote higher forms of learning among learners.

Certificate Year 2

ECD and Lower Primary Focus

Course 2: Teaching and Learning

| Certificate Year 2 Pre-Primary and Lower Primary Focus | | |
|---|---|---------|
| 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 • Understand the range of opportunities that can be created <p>Create appropriate learning opportunities within the ECD and Lower Primary Curriculum</p> | | |

| Term | Key Concepts/Abilities | Range and Activities |
|------|--|---|
| | Different learning opportunities must be designed to promote different sorts of learning | Work in groups to identify the three forms of learning (K, U & S) within the ECD and Lower Primary syllabuses 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 pairs or a small group to take examples from the syllabuses and textbooks to develop learning opportunities within a range of subjects and ECD Areas. Work in pairs to teach one of these in a classroom and evaluate the impact. |

Related Professional National Standards:

3.2 Teacher create and select activities designed to develop learners as independent learners and problems solvers and adapt their teaching to respond to learners' strengths and needs.

ITT Activity

Student teachers should work in pairs to identify activities to support the development of the language of mathematics to describe everyday objects and common shapes. (M2b). Focus on how to support learners to discuss and verbalise their thinking. Each pair should then share their ideas with another pair and agree on the best ideas. Write these up onto a board or large paper. Everyone should then 'walk the room' to look at each group's ideas which are displayed on the walls.

Classroom Activity

Talk about and show the learners common 2-D shapes and introduce the key words. Display the words and the shapes in the classroom. Play games with the shapes and key words (matching games/which shape am I etc) to practise naming and identifying features of the shapes (angles, faces etc). Take the learners on a walk around the school to point out shapes they recognise. This helps learners to practise the correct vocabulary and to recognise the shapes in different contexts.

| Certificate Year 2 | | |
|---|------------------------------|----------------|
| Pre-Primary and Lower Primary Focus | | |
| Course 2: Teaching and Learning | Module 2: Questioning | ? hours |
| This module explores the importance of questioning in promoting learning. This involves the questions that teachers ask learners, and also the questions that learners should be encouraged to ask themselves. | | |
| Learning Outcomes | | |
| <p><i>By the end of the module, teachers will be able to:</i></p> <ul style="list-style-type: none"> Devise and use the different forms of questioning in Course 1 <p>Devise questions that promote the higher levels of learning in a range of situations in the ECD and Lower Primary curriculum</p> | | |

| Term | Key Concepts/Abilities | Range and Activities |
|-------------|---|--|
| | Teachers need to use different types and levels of questions to promote different sorts of learning | Building on Course 1 Modules 2&3, work in pairs to select some learning outcomes from the ECD and Lower Primary Curriculum and design questions to promote these. |
| | There are techniques for encouraging learners to ask questions | Work in pairs or groups to select some syllabus units from the ECD and Lower Primary Curriculum and identify the types of questions that learners might be encouraged to ask. |
| | Different types and levels of questioning can be devised to extend learning | Work in pairs or groups to select some syllabus units from the ECD and Lower Primary Curriculum and devise question that could extend learning to the HOTS. Where possible, work in pairs to teach these to a class and evaluate the impact. |

Related Professional National Standards:

3.2 Teacher create and select activities designed to develop learners as independent learners and problems solvers and adapt their teaching to respond to learners' strengths and needs.

ITT Activity

Student teachers should work in pairs. Look at learning outcome in the Arts, A2a 'Observe and discuss a range of artworks. Talk about similarities and differences'. Using photographs of 2 different artists' work, design as many questions as possible that promote the thinking of the student teachers. Ensure you have all 4 types of questions, starting with literal observations and moving through to creative. Review your list with another pair, then agree the best 4 questions of each type.

Classroom Activity

The above activity can be used in the classroom with learners. Use the questions you generated in your ITT activity to ask learners about the two different artworks. Listen carefully to the learners' responses and ask further questions to challenge them to think beyond the literal. Ask learners to identify the key differences and similarities they see, make a list of them in a simple table.

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." |

| Certificate Year 2 Pre-Primary and Lower Primary Focus | | |
|---|--|----------------|
| 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 | | |
| <p><i>By the end of the module, teachers will be able to:</i></p> <ul style="list-style-type: none"> • Understand how to develop creativity in the school context • Design learning activities that promote creativity across a wide range of subjects • Understand where independence is helpful and possible, and how it can be promoted <p>Design learning activities that promote independent learning across a wide range of subjects</p> | | |

| Term | Key Concepts/Abilities | Range and Activities |
|------|---|--|
| | Learners need a certain amount of independence in their learning in order to encourage creativity, and to reach the higher levels of learning | Build on Module 3 in Year 1, to link between creativity and independence and work in pairs or groups to find examples requiring independence in the 'Learn About' sections of the Lower Primary syllabuses and link these to the Learning Outcomes |
| | This independence needs to be carefully structured and managed by the teacher | Work in pairs or groups to consider and analyse different strategies for designing activities that develop independence. |
| | The SS Curriculum contains many examples and requirements for independence | Work in pairs or groups to track the examples requiring independence in the 'Learn About' sections of the Lower Primary syllabuses to the textbook units, and design further activities that would extend learning in these |

Related Professional National Standards:

3.2 Teacher create and select activities designed to develop learners as independent learners and problems solvers and adapt their teaching to respond to learners' strengths and needs.

ITT Activity

Work in small groups to write down criteria for learning that promote creativity: for example, its open-ended, it can be transferred to other contexts etc. Share the ideas with the whole class and together, agree the criteria. Apply the agreed criteria to identify examples from the Learn About sections of the Lower Primary syllabuses. Student teachers should be encouraged to challenge each other about how well the chosen examples fit the criteria they designed.

Classroom Activity

This activity can be applied in the classroom by taking the identified activities and putting them into practice in the classroom. Also, talk to the learners about what it means to be creative, and develop a class criteria for this with the learners – such as 'we think about questions to ask as well as answers', 'we use our imaginations' etc. Praise learners when you see or hear them demonstrating the criteria or creative skills – reinforcing that you value their creativity.

References

Craft A, Gardner H & Claxton G (2008) *Creativity, Wisdom and Trusteeship*. Corwin Press

| Certificate Year 2 Pre-Primary and Lower Primary Focus | | |
|--|---|----------------|
| 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 | | |
| <p><i>By the end of the module, teachers will be able to:</i></p> <ul style="list-style-type: none"> • Understand why different strategies are needed for different situations • Identify the approaches needed for different situations and parts of the curriculum • Build up a repertoire of strategies for classroom use <p>Design a range of strategies to address different needs within the ECD and Lower Primary Curriculum</p> | | |

| Term | Key Concepts/Abilities | Range and Activities |
|------|--|---|
| | Teachers will face a wide variety of situations, and these will require different strategies | Work in a group to identify different strategies in the handbook and match them to different situations. Develop some learning activities using different strategies across a range of subjects and learning areas. |
| | The situations vary with learning needs, the learners and the context | Where possible, work in pairs to teach these to a class and evaluate the impact. |
| | A repertoire of strategies can be developed and practised | |

Related Professional National Standards:

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

ITT Activity

Student teachers should work in groups of three to identify 3 key approaches for learning for students – focusing on co-operation. They should plan a series of 5 short activities that will promote co-operation and help students to talk about how they co-operate with others. The activities should be linked and build on each other – for example, talking about the language of co-operation (taking turns), demonstrating before introducing other activities to practise.

Classroom activity

Introduce learners to the concept of co-operation by reading a story where co-operation is important. Discuss the reasons why co-operation is important to peaceful coexistence and talk about key words and phrases that help us to understand what co-operation is about. Introduce the activities you planned in the ITT activity above. Make careful observations of a small group of learners as they engage with the activities and the difference it makes to the way they work with other learners. It is important that learners understand concepts such as co-operation and can verbalise what this means to them.

| Certificate Year 2 | | |
|---|---|----------------|
| Pre-Primary and Lower Primary Focus | | |
| 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 | | |
| <p><i>By the end of the module, teachers will be able to:</i></p> <ul style="list-style-type: none"> Understand and apply the three principles in the context of the ECD and Lower Primary Curriculum <p>Design learning opportunities within the three principles across the ECD and Lower Primary Curriculum</p> | | |

| Term | Key Concepts/Abilities | Range and Activities |
|-------------|--|--|
| | Learning needs to be planned within these three principles | Look again at the “ECD Curriculum and Guidance” booklet and Training Materials to see what was studied in Year 1 Module 5, and work in a group to plan learning activities within each of the three principles across a range of subjects and Learning Areas. Share the planning with other groups. Where possible, work in pairs to teach these to a class and evaluate the impact. |
| | These apply to ECD and Primary and to the whole range of learning areas and subjects | |
| | Learning activities need to be thought of as a sequence | Extend some of the learning activities into sequences. Design a series of learning activities, each building on the previous one. Where possible, work in pairs to teach these to a 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 work in groups of 6. Each group must consider all three of the planning principles and explain why each principle is important for young children’s learning. They should reference academic reading where they can in order to support their explanations with educational theory. They should then design a short series of teaching and learning activities that exemplify each of the three principles.

Classroom Activity

Student teachers should work with a partner student teacher in their schools where possible, or with another teacher. They should take turns to teach the activities they designed in the ITT activity above. The partner teacher should observe both the teacher and a focus group of 6 learners, making notes on how well the learners responded to the activities, and to what extent they demonstrated the learning objectives. Student teachers share the notes with their partner and then swap roles so the first teacher is now observing.

References

ECD Curriculum and Guidance

| Certificate Year 2 Pre-Primary and Lower Primary Focus | | |
|---|---|----------------|
| 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 • Understand how to motivate students to learn • Understand that stress demotivates learners <p>Take account of motivation in designing learning activities</p> | | |

| Term | Key Concepts/Abilities | Range and Activities |
|------|--|--|
| | There are different types of motivation that affect us | Work in pairs or small groups to use a range of sources to study different types of motivation: intrinsic, extrinsic, instinctive |
| | Teachers need to take account of motivation in designing learning activities | Work in pairs or small groups to select some syllabus units from the ECD and Lower Primary Curriculum and develop ways of approaching these in ways that will motivate learners. |

Related Professional National Standards:

1.5 Teachers know that all learners can achieve their full potential and guide plans of instructions towards this goal.

ITT Activity

Student teachers should work in a small group to discuss how to motivate young children, focusing on the self-esteem and confidence as a learner. Review Maslow's 'A Theory of Human Motivation' and write a short summary of at least five key points. They should then work together to design a series of activities that put these points into action. Each group must include a clear description of how the teacher or other adult can promote the confidence and self-esteem of the learners before, during and after the activities. Each group should share their learning activities with another group.

Classroom activity

Discuss with learners what makes them feel confident and happy in class, highlighting key vocabulary to express feelings. Talk about how others can help you to feel good in class and develop a set of simple rules for how learners can support each other. Ensure the rules are positive and demonstrable. Reinforce these behaviours by praising learners for helping each other or showing confidence.

References

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

Year 2 Pre-Primary and Lower Primary Focus

Course 3: Class Management

| Certificate Year 2 Pre-Primary and Lower Primary Focus | | |
|--|-----------------------------------|----------------|
| Course 3: Classroom Management | Module 1: Class Management | ? hours |
| This module explores the techniques that teachers require in order to manage a class | | |
| Learning Outcome | | |
| <p><i>By the end of the module, teachers will be able to:</i></p> <ul style="list-style-type: none"> Apply the key principles of classroom management in the context of ECD and Lower Primary classes Use a range of classroom management strategies Organise a classroom to maximise learning <p>Select appropriate strategies for different types of learning and situations in ECD and Lower Primary classes</p> | | |

| Term | Key Concepts and Abilities | Range and Activities |
|------|---|--|
| | The key principles of classroom management have specific application in the ECD and Lower Primary context | Work in a group to identify elements of the ECD and Lower Primary syllabuses that require the key principles identified in Year 1 Course 3. Make a presentation that summarises these. |
| | Classrooms need to be organised appropriately to support the different strategies | Work in a group to identify how classrooms need to be best organised to support the different strategies. Make a presentation on this organisation. |
| | Activities need to be selected to meet the different situations | Work in 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:

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

ITT Activity

Student teachers should think about how to manage learners, presenting ideas to the rest of the class. This could be in the form of simply answering a question or giving a more formal presentation. Student teachers should consider what systems, routines and expectations need to be established so that communication skills (including listening) can be developed effectively. A few student teachers should give a short presentation themselves about something important to them and describe how they feel about the presentation. What rules and guidelines should be created in the classroom to enable all learners to share and contribute freely?

Classroom Activity

10 learners selected at random should give a 30 -second presentation about how to go about cooking their favourite meal. After all 10 presentations, the class should discuss

together any challenges that individuals faced as they gave their presentations. From this, the class should discuss the values of respect and kindness. What classroom rules could be developed in order to let kindness and respect promote learning?

References

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

| Certificate Year 2 Pre-Primary and Lower Primary Focus | | |
|--|--------------------------------------|----------------|
| 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 Outcome | | |
| <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 and apply this in the context of ECD and Lower Primary classes • Recognise the sorts of learning that are best achieved through paired and group work • Design some pair and group work activities to promote appropriate learning within the ECD and Lower Primary curriculum. | | |

| Term | Key Concepts and Abilities | Range and Activities |
|------|--|--|
| | Some forms of learning are best achieved through paired and group work | Work in a group to identify some elements of the ECD and Lower Primary syllabuses that are best achieved through paired and group work. Make a presentation about these and compare the presentations. |
| | Teachers need to recognise which these are | |
| | Group and paired work can be organised in different ways | Work in a group to design some pair and group work activities to promote appropriate learning from the ECD and Lower Primary curriculum. |

Related Professional National Standards:

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

ITT Activity

Student teachers should select two contrasting activities from one textbook. In pairs, student teachers should consider how each of these activities would work as individual, paired, group and class learning. Student teachers should discuss why or why not each form of classroom organisation would or wouldn't work for each activity. To summarise what they have learnt, they should contribute to a class pedagogy manual that outlines the benefits and challenges of working in groups compared to working individually.

Classroom Activity

Learners should work in pairs or in groups of 6 to read a poem together about friendship. They should compose a new poem that uses the form of the friendship poem to write about citizenship. All groups should be given the same amount of time to compose their poem. After the poems have been shared, the class should discuss together whether it is best to conduct activities like this in pairs or in small groups. They should also how working together can support the development of peaceful coexistence.

| Certificate Year 2 Pre-Primary and Lower Primary Focus | | |
|--|---|----------------|
| Course 3: Classroom Management | Module 3: Creating Learning Environments | ? hours |
| This module explores 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 a classroom environment to promote learning in ECD and Lower Primary classes</p> | | |

| Term | Key Concepts and Abilities | Range and Activities |
|------|---|--|
| | The features of an enabling environment | <p>Work as a group to build on Year 1 Course 3 understanding of enabling environments and make a presentation about why enabling learning environments are important in the ECD and Lower Primary.</p> <p>Watch video examples of classroom practice and identify aspects of the emotional environment and relationships. List the features that promote an enabling environment.</p> <p>Work as a group to plan an ideal classroom for the ECD or Lower Primary that has an enabling environment. Present to the other groups.</p> |
| | This is social and emotional as well as physical | |
| | Teachers are responsible for creating enabling environments | |

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 consider different features of an indoor classroom. They should describe what furniture, resources and other facilities are usually part of the classroom. Student teachers should make a model of the classroom so that all features of the classroom are represented and then present the classroom in a number of different ways – at each stage considering the effect on how the teacher would manage the class according to these particular arrangements.

Classroom Activity

Learners should design a game with a ball, aimed at scoring points. Learners should plan their game so that it can be played with between 2 and 20 players. They should play their game 4 times – each time with a different number of players. After each game, learners should discuss how well the games worked and how easy it was to score points. They should then conduct some research into ball games played at national levels and discuss how many players are in these games and why that might be the case.

| Certificate Year 2 Pre-Primary and Lower Primary Focus | | |
|---|----------------------------------|----------------|
| 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 a range of lessons that include use of textbooks from the Lower Primary Curriculum • Design a range of activities that extend learning beyond the textbooks | | |

| Term | Key Concepts and Abilities | Range and Activities |
|------|---|--|
| | The Teacher Guides help teachers structure learning | Work as a group to explore the layout of the teacher guides and textbooks of Lower Primary. 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 Lower Primary 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:

2.3 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

Student teachers should take one activity from a P3 textbook and consider what learning could take place 'beyond the textbook'. They should consider what learning beyond the textbook would look like in different contexts across South Sudan. How would learners in rural settings explore this activity further, compared to learners in central Juba, for example? Student teachers should consider from this discussion the impact of context on what learners are taught and how they learn.

Classroom Activity

Learners should play a game with a maths textbook. They should take it in turns to challenge other learners in the class to identify particular numbers. Eg: Who can find a multiple of 3? Where is there a number bigger than 100? Where is the first number you can find that is 10 less than 25? etc. Challenges should then move on to putting numbers into context. Eg: If I have 10 hens and 3 run away, how many do I have left...and where is that number in the textbook? I have 4 piles of 6 textbooks. How many books do I have altogether...and where is that number in the textbook?

Year 2 Pre-Primary and Lower Primary

Course 4: Language Development

Developing literacy skills

| Certificate Year 2 Pre-Primary and Lower Primary Focus | | |
|---|--|----------------|
| Course 4: Language Development | Module 1: Learning in a National language | ? hours |
| This module explores the specific features of learning in a national language and why that is so important. | | |
| Learning Outcomes | | |
| <p><i>By the end of the module, teachers will be able to:</i> Apply the key teaching and learning approaches for learning in at least one national language to a range of learning areas and subjects in the ECD and Lower Primary Curriculum</p> | | |

| Term | Key Concepts and Abilities | Range and Activities |
|------|---|---|
| | Design activities to give learners opportunity to develop their speaking and listening | Work in pairs or a group to design learning activities that will provide learners with an opportunity to develop their speaking and listening within the ECD and Lower Primary curriculum. |
| | Learners need many opportunities to talk and use language in formal and informal situations | Work in pairs or a group to select some units from across the ECD and Lower Primary syllabuses to identify how opportunities for speaking and listening can be created. Where possible, work in pairs to teach one of these activities to a group or class and evaluate the impact. |
| | These opportunities can be created in all subjects | |

Related Professional National Standards:

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

ITT Activity

Student teachers should be organised into groups of 6. They should talk about what they know about languages. How many languages are there in South Sudan? How many languages are spoken in Africa? What is the oldest language? What language is spoken by most people in the world? They should create a list of what they don't know and what they do know, comparing their lists with others. Having shared their ideas across the class, student teachers should design a self-study project that would enable them to research further the 'Language World'. This discussion will allow for language...about language... to be developed.

Classroom Activity

Learners should share songs with each other in different languages if possible. They should choose 4 or 5 words from each song to teach each other. Using these words, learners should create a short song or poem about a topic of their choice.

| Certificate Year 2 Pre-Primary and Lower Primary Focus | | |
|---|--|----------------|
| Course 4: Language Development | Module 2: 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 children of any age need these activities before they can learn to read and write • Plan pre-reading and pre-writing activities for a series of lessons <p>Recognise the progress that children make through these 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 | Design some pre-reading and pre-writing activities and share them with the class. Where possible, work in pairs to teach these to a group or class and evaluate the impact. |
| | Activities need to be planned for the classroom | |
| | Children's development needs to be tracked through these activities | Work in pairs or a group to identify the Learning Outcomes that relate to pre-reading and pre-writing in the Subject Overviews and ECD Curriculum and Guidance. Use these to discuss how progress can be monitored. |

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 and learning.

ITT Activity

Student teachers should choose a topic that they think would be good to explore with younger learners, such as tiny animals, rainbow colours or sunshine flowers. Student teachers should design 2 or 3 pre-reading and pre-writing tasks that would allow learners to develop the associated language. They should discuss how pre-reading and pre-writing tasks often overlap. Student teachers should share their ideas with others and consider which activities could apply to other topics.

Classroom Activity

Learners should think about roads and pathways in their community. They should talk about journeys and where roads and pathways take them near where they live. Learners should draw or mark out a long pathway and illustrate a particular journey that they enjoy along it. The teacher should demonstrate writing by writing key words along the pathway that explain each journey.

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 2 Pre-Primary and Lower Primary Focus | | |
|--|--------------------------------|----------------|
| 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 | | |
| <i>By the end of the module, teachers will be able to:</i> | | |
| <ul style="list-style-type: none"> • Understand the requirements of the SS curriculum in terms of early reading • Plan learning activities that will promote early reading skills • Use the SS textbooks effectively to promote reading | | |
| Recognise the stages of reading acquisition | | |

| 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. Plan some learning activities that will promote early reading skills. |
| | The SS curriculum and textbooks set out ways of promoting reading skills | |
| | The SS textbooks need to be used effectively to promote reading | Work in pairs or a group to take an early reading unit from a textbook and design a lesson that is based on the unit. Where possible, work in pairs to teach this to a group or class and evaluate the impact. |
| | 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. List these to identify the stages of development. |

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 and learning.

ITT Activity

Student teachers should take one activity from a P2 textbook and design a lesson that builds upon the learning presented in the book. Student teachers should explain in their lesson design what materials are required and how these should be used to develop reading skills. They should think about key phrases and inquiry questions that a teacher could pose to learners to encourage discussion about the topic.

Classroom Activity

Learners should read together a simple text written by their teacher about a magic bean that grew into a gigantic guava tree. Learners should discuss the story and role play the main part of the story. Learners should identify the key words in the story that form the key elements of it and compare those to words that connect ideas and structure ideas. This will help learners begin to understand rules of grammar.

| Certificate Year 2 Pre-Primary and Lower Primary Focus | | |
|---|--------------------------------|----------------|
| 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 the requirements of the SS curriculum in terms of early writing • Plan learning activities that will promote early writing skills • Use the SS textbooks effectively to promote writing <p>Recognise the stages of writing acquisition</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 reading skills. Plan some learning activities that will promote early reading 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 a lesson that is based on the unit. Where possible, work in pairs to teach this to a group or class and evaluate the impact. |
| | 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 writing in the Subject Overviews and syllabuses. List these to identify the stages of development. |

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 and learning.

ITT Activity

Work through the syllabus and Learning Area descriptors to identify learning outcomes that relate to early writing. Present these in a flow chart to show progression. Groups should choose different parts of the flow chart and look for examples of activities in P1 and P2 textbooks or think of their own activities for PP1 and PP2 that illustrate an opportunity to develop early writing.

Classroom Activity

Learners should look at a collection of pictures that depict different aspects of preparing a meal. If possible, learners should work with their teacher to prepare a simple meal together. Learners should then put the pictures in the correct order to illustrate how to prepare the meal. They should take it in turns to narrate the 'food story'.

| Certificate Year 2 Pre-Primary and Lower Primary Focus | | |
|--|--|----------------|
| 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 | | |
| <p><i>By the end of the module, teachers will be able to:</i></p> <ul style="list-style-type: none"> Understand challenges facing young people in the transition to English and the language of instruction <p>Understand how to support learners in the transition year and beyond</p> | | |

| 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 identified to the Course 3 work on Enabling Environments and how teachers can help learners develop confidence. |
| | This support may need to continue beyond Year 4. | |

Related Professional National Standards:

2.4 Teachers demonstrate good knowledge about relationships among subjects.

ITT Activity

Student teachers should compare P4 and P5 textbooks in one subject. They should discuss language associated with particular topics or themes and prepare a word bank for two topics of their choice. They should match these topic words to another subject to see where they could be further practised and embedded.

Classroom Activity

Learners should work as a whole class to create a 'Word Party' to summarise key words at the end of a topic. Learners should take different words each (as far as possible) and create a poster to illustrate them. Once all words have been illustrated, they should be put together to make one large Word Party collage for this topic. If possible, a photograph of this collage should be taken to add to a growing collection of topic summaries. Learners may choose what shape the collage should take.

Year 2: Pre-Primary and Lower Primary Focus

Course 6: Curriculum Expectations

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

| Certificate Year 2 Pre-Primary and Lower Primary Focus | | |
|--|---|---------|
| Course 5: Curriculum Expectations | Module 1: The Four Student Competencies | ? hours |
| This module explores student competencies within the Curriculum Framework. | | |
| Learning Outcomes | | |
| <p><i>By the end of the module, teachers will be able to:</i></p> <ul style="list-style-type: none"> Recognise the four competencies within the ECD and Primary curriculum and textbooks <p>Design learning activities that will promote the competencies in a range of Learning Areas and subjects</p> | | |

| Term | Key Concepts | Range and Activities |
|------|---|--|
| | The four competencies have already been built into the syllabuses and primary textbooks | Work in pairs or a small group to explore the Lower Primary textbooks to identify those activities that promote competencies. Track these to the subject syllabuses. |
| | Teachers need to go beyond the textbooks and design learning activities to promote the competencies | Work in pairs or a small group to design learning activities that will promote the competencies in a range of Learning Areas and Lower Primary subjects. Work in pairs to teach some of these 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 subjects standards.

ITT Activity

Student teachers should work in pairs to look for examples of where student competencies are particularly well promoted in the textbooks. They should look for 4 contrasting examples that they feel present a rich opportunity for each of the four competencies to be developed. They should present these in a diagram to illustrate how developing student competencies enables learners to work towards the overall aims of the curriculum. This diagram could be, for example, a table, a flow chart, a pie chart or a pictogram.

Classroom activity

Learners should work individually to create a sculpture out of natural resources in the school compound. They should have previously looked at similar sculptures online, if possible, or a few example sculptures created by their teacher. Learners should be given a title for their sculpture such as 'Hope' or 'Freedom', from which they can create their own interpretation of this theme.

| Certificate Year 2 Pre-Primary and Lower Primary Focus | | |
|---|------------------------------------|----------------|
| Course 5: Curriculum Expectations | Module 2: Learning Outcomes | ? hours |
| This module explores the nature of the learning outcomes and how they need to be promoted | | |
| Learning Outcomes | | |
| <i>By the end of the module, teachers will be able to:</i> | | |
| <ul style="list-style-type: none"> Recognise the learning outcomes in textbooks activities Distinguish between the three forms of outcome – knowledge, understanding and skills | | |
| Design learning activities to promote each of the three forms across a range of subjects | | |

| Term | Key Concepts | Range and Activities |
|------|--|--|
| | Textbook units are based on the learning outcomes | Work in pairs or a small group to track Learning Outcomes of the Lower Primary syllabus units into the textbooks. |
| | Teachers need to distinguish between the three forms in order to promote learning | Building on the work in Course 1, work in pairs or a small group to examine the three types of Learning Outcome and relate them to the Learning Theory and to Bloom's taxonomy. |
| | Different sorts of learning activities need to be designed to promote the three different types of outcome | Work in pairs or a small group to design learning activities to promote each of the three forms of Learning Outcome across a range of Lower Primary subjects. Where possible, work in pairs to teach these to a group or class and evaluate the impact. |

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 take one of the three forms of learning outcomes and design an activity that would allow other student teachers to learn about something that is likely to be unfamiliar. Student teachers might need to research a topic of their choice or design something based on something that they know a lot about themselves already. The tutor should select at random 3 student teachers to lead their activity with the class. All 'learners' should be prepared to give feedback on what they have learnt. Together the class should evaluate how effective the activity was in enabling the group to achieve the intended learning outcome.

Classroom Activity

Learners should be presented with an activity to help them develop their problem-solving skills in mathematics. This activity could involve identifying a missing number, for example, or putting 2D shapes together to create a particular area. Learners should work in pairs to solve the problem and they discuss as a whole class what strategies they used to solve the problem and what student competencies were being developed.

| Certificate Year 2 Pre-Primary and Lower Primary Focus | | |
|---|------------------------------------|----------------|
| Course 5: Curriculum Expectations | Module 3: School Programmes | ? hours |
| This module explores school programmes and how they can be promoted | | |
| 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 reason for and scope of school programmes • Understand the National Guidance on School Programmes <p>Promote a school programme within a school</p> | | |

| Term | Key Concepts | Range and Activities |
|------|---|---|
| | The school programmes give time for learning beyond the classroom | Work in pairs or a small group to explore the Guidance booklet for School Programmes and identify the different types of programme that are possible. |
| | Successful programmes need careful planning | Work in pairs or a small group to design a school programme and, where possible, carry this out in a school. |

Related Professional National Standards:

2.5 Teachers connect subject content to relevant life experiences (and career opportunities).

ITT Activity

Student teachers should look in the guidance document at the examples of school programmes. They should use this structure to design and describe their own idea for a school programme. This programme should be linked to something that they are particularly interested in and should clearly set out how the programme is linked to the curriculum framework, the community and what resources are required. They should compare their designs with others to refine and improve their work.

Classroom Activity

Learners should plan and prepare an awards ceremony for people in their school community who they have made a significant contribution to peaceful co-existence. They should debate what is important to their community and discuss what actions and systems are most useful in ensuring community cohesion and harmony.

Course 6: Learning Areas and Subjects

The background and key approaches to the Learning Areas and Subjects

| Certificate Year 2 Pre-Primary and Lower Primary | | |
|--|---|----------------|
| Course 6: Learning areas and Subjects | Module 1: The ECD Learning Areas | ? hours |
| This module extends student teachers' understanding of 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. It extends student teachers' ability to design learning activities in each of the Areas. | | |
| Learning Outcomes | | |
| <i>By the end of the module, teachers will:</i> <ul style="list-style-type: none"> Understand the key approaches and resources needed for each Area Be able to design learning activities for all of the Areas | | |

| 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. Prepare a presentation that identifies the key approaches associated with each 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 activities following the Guidance within each of the seven areas. 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:

2.4 Teachers demonstrate a good knowledge about relationships among subjects.

ITT Activity

Student teachers should work in pairs to explore in detail the ECD learning areas set out in the ECD Curriculum. They should consider what approaches are necessary for teachers to use to enable learners to reach learning ECD outcomes. Approaches include such things as first-hand experiences, language-rich activities, opportunities for social and emotional development and a string emphasis on the use of formative assessment. Students should create their own handbook of approaches which they can add to as they continue their learning. They should seek to implement and evaluate these approaches during their teaching practices.

Classroom Activity

Learners should sit in a circle and take it in turns to explain what they did at the start of the day. They should go in a circle the other way around, to explain what they hope to do at the end of the day. The teacher should ask a learner at random to repeat what is said by one child every two or three turns. Turn taking and listening are important aspects of Personal and Social Development.

| Certificate: Year 1 | | |
|--|---------------------------------------|----------------|
| Course 6: Learning areas and Subjects | Module 2: The Primary Subjects | ? hours |
| This module extends students' understanding of the 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, these are in separate guidance booklets. | | |
| Learning Outcomes | | |
| <p><i>By the end of the module, teachers will:</i></p> <ul style="list-style-type: none"> Understand the key approaches and resources needed for the primary subjects <p>Be able to design learning activities for all of the subjects at the Lower Primary level</p> | | |

| Term | Key Concepts | Range and activities |
|-------------|--|---|
| | Each Subject has its own approaches and need for resources. 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. Prepare a presentation that identifies the key approaches associated with each of these subjects. |
| | Teachers need to take this into account when designing learning activities | Work in pairs or a small group to design activities following the Guidance for a range of subjects. 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 standards.

ITT Activity

Student teachers should read carefully the subject overviews including the 2 introductory pages for each of the subjects. They should then choose one subject that they would like to explore in more detail. Just as most countries have a national anthem, students should create a song or poem for the subject of their choice. They should celebrate what the subject has to offer and highlight features that they believe are particularly useful in the 21st Century.

Classroom Activity

Learners should create some symbols for different curriculum subjects. They should write under each symbol, a short phrase that captures the essence of each subject. For maths, for example, they might write 'Logic, pattern and solutions' and under English they might write 'Communicate, create and inspire'.

Certificate Year 2

ECD and Lower Primary Focus

Course 7: Inclusion

A focus on inclusion, special educational needs and gender equity

| Certificate: Year 2 Pre-Primary and Lower Primary Focus | | |
|--|--|----------------|
| 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 | | |
| <p><i>By the end of the module, teachers will be able to:</i></p> <ul style="list-style-type: none"> • Identify different special needs they might encounter <p>Design programmes and approaches that can help address these needs in ECD and Lower Primary</p> | | |

| Term | Key Concepts | Range and Activities |
|------|---|--|
| | Teachers need to be able to identify SEND | Building on Year 1 Course 7, work in pairs or small groups to visit classrooms to observe learners who have some special educational needs. Talk to teachers about these needs, how they are identified and how the learners are helped. |
| | Design programmes to meet different special needs | Work in pairs or small groups to design programmes to meet some of the needs identified in the schools, |

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, culture, religion and ability.

ITT Activity

Student teachers should look at some examples of plans for learners who have special needs. They should explore how plans are structured and look at some of the strategies suggested to support these learners. From these examples, student teachers should create their own template to share with a school that they next visit, so that they can discuss with teachers how to effectively plan for and support learners with a variety of needs.

Classroom Activity

Learners should work in small groups to design a team game that has 4 different elements such as physical activity, a maths challenge, something creative and a speed test. Learners should share their game with others and discuss afterward the range of skills that were required to play the game. They should talk about how as individuals we have different strengths and challenges that can make things more difficult.

A focus on inclusion, special educational needs and gender equity

| Certificate: Year 2 | | |
|--|--|----------------|
| Pre-Primary and Lower Primary Focus | | |
| Course 7: Inclusion | Module 2: Alternative Educational Services (AES) Programmes | ? hours |
| This module explores the importance of offering guidance and counselling to those learners who need it | | |
| Learning Outcomes | | |
| <i>By the end of the module, teachers will:</i> Understand the nature of the Programmes and their importance of including all young people in education | | |

| Term | Key Concepts | Range and Activities |
|-------------|---|--|
| | The Accelerated Learning Programme (ALP) | Work in pairs or small groups to study the ALP syllabus and guidance to find out who the programme is for and how it operates. Hear from an ALP teacher and if possible, visit an ALP setting. |
| | The Community Girls Schools Programme (CGS) | Work in pairs or small groups to study the CGS syllabus and guidance to find out who the programme is for and how it operates. Hear from a CGS teacher and if possible, visit a CGS setting. |

Related Professional National Standards:

6.6 Teachers have a basic knowledge of the educational goals, as contributing factors to quality education in the context of national policies in South Sudan.

ITT Activity

Student teachers should look carefully at the CGS subject overviews and compare it first of all to the Primary subject overviews. What is the same and what is different? Students should talk about the benefits of the CGS approach and what challenges it presents. Why do they think, for example, it is a good idea for a school to be for girls only?

Classroom Activity

Learners should think about what roles in the community are traditionally taken by women. They should consider whether a man could fulfil these roles and why this is not so often the case. They should work towards writing a Gender Equity manifesto for their school which states something like 'Inequality is NOT inevitable. Together we can fix it.'

A focus on inclusion, special educational needs and gender equity

| Certificate: Year 2 Pre-Primary and Lower Primary Focus | | |
|--|-------------------------|---------|
| Course 7: Inclusion | Module 3: 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:</i></p> <ul style="list-style-type: none"> • Understand the issues surrounding gender equity in schools <p>Be aware of the approaches that are necessary to promote gender equity in ECD and Lower Primary</p> | | |

| Term | Key Concepts | Range and activities |
|------|---|---|
| | There are key factors causing the 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. Explore some of the programmes developed by UNICEF to address gender equity issues, with particular reference to the ECD and Lower Primary Curriculum |
| | 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 in the ECD and Lower Primary Curriculum |

Related Professional National Standards:

6.5 Teachers are aware of the importance of psychological issues such as child abuse, forced labour at home, rights of learners, and take account of these in teaching.

ITT Activity

Student teachers should be provided with a range of policies for different workplaces and businesses that promote gender equity. They should compare these to what the United Conventions for Human Rights and the Sustainable Development Goals state about gender equity. They should work to create a one-page Gender Equity Policy for primary schools, creating a 'child friendly' poster to accompany it.

Classroom Activity

Learners should work in groups and be given a collection of stones. They should be told that each stone has a different magical power. Once the stones are shared out fairly, the stones will release their magic. Learners should work out how to share out the stones, especially what to do with any that are 'left over'. The teacher should explain that the magic released is the feeling of value and respect that each learner feels as a result of being treated fairly.

A focus on inclusion, special educational needs and gender equity

| Certificate: Year 2 Pre-Primary and Lower Primary Focus | | |
|--|--|----------------|
| Course 7: Inclusion | Module 4: Creating inclusive environments | ? hours |
| This module explores the importance of creating an inclusive environment in the school and classroom and the ways of creating such an environment | | |
| Learning Outcomes | | |
| <p><i>By the end of the module, teachers will:</i></p> <ul style="list-style-type: none"> • Understand the key features and importance of an inclusive environment <p>Be able to create an inclusive environment in the classroom</p> | | |

| Term | Key Concepts | Range and Activities |
|------|--|--|
| | The key features of inclusive environments set out in the Curriculum Framework need to be applied in the classroom | Work in pairs or as a group to build on what the Curriculum Framework & ECD Curriculum and Guidance say about enabling environments to plan a presentation on the nature of and importance of inclusive environments in the ECD and Lower Primary classes. |
| | Each feature needs a carefully designed approach | Work in pairs or as a group to plan an inclusive environment for and ECD or Lower Primary class. |

Related Professional National Standards:

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

ITT Activity

Student teachers should work together to consider inclusive environments for children in P3. They should talk about why it is not just in ECD that classroom environments should be interactive and 'inviting'. Student teachers should select one topic from Social Studies and consider what artefacts, spaces and visual clues could help all learners access this topic. Student teachers should also craft a set of 5 questions that they believe a teacher should ask in every lesson in order establish that all children are engaged in their learning.

Classroom Activity

Learners should work together to design different floor plans for businesses that they know of in their community. They should talk about how these are the same and different. Why for example, does a bank need more space at the entrance than a café? How should chairs be arranged in a library compared to in a cinema? Why? This activity should help learners to understand that different spaces and places require different arrangements so that they maximise the opportunity for businesses to work effectively.

Certificate Year 2

ECD and Lower Primary Focus

Course 8: Assessment

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

| Certificate: Year 2 | | |
|---|--|----------------|
| Pre-Primary and Lower Primary Focus | | |
| Course 8: Assessment | Module 1: Using learning outcomes | ? hours |
| This module explores the importance of Learning Outcomes in assessing learners' attainment | | |
| Learning Outcomes | | |
| <p><i>By the end of the module, teachers will:</i></p> <ul style="list-style-type: none"> • Be able to apply the South Sudan "Assessment Guidance" and ECD Curriculum and Guidance booklets <p>Design and apply appropriate assessment methods for different outcomes in the ECD and Lower Primary</p> | | |

| Term | Key Concepts | Range and Activities |
|------|--|--|
| | The South Sudan "Assessment Guidance" booklet shows how to use the learning outcomes. | Work in pairs or a small group to study what the South Sudan Assessment Guidance says about how to use the Learning Outcomes (Pages 10 & 11), and about the assessment methods (Page 17 onwards). Take a different Unit and decide what assessment methods could be used. |
| | Appropriate assessment methods need to be designed for different outcomes | |
| | The ECD learning outcomes are different from primary, but still need a similar process | Work in pairs or a small group to look at the ECD Curriculum and identify some of the assessments that need to be made. Can you distinguish knowledge, understanding and skills? |

Related Professional National Standards:

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

ITT Activity

Student teachers should work in pairs to explore one unit or textbook chapter to consider the range of assessment strategies that are needed to effectively assess learning. Student teachers should create questions for conversations between teachers and learners, some descriptions of 'products' and some possible observations. Student teachers should ensure that the assessment method suits the learning outcome and should challenge other pairs of student teachers by deliberately describing one strategy that is not appropriate to see if others can spot their 'mistake'.

Classroom Activity

Take 5. Learners should think of a number between 0 and 100. Other learners should ask questions about the properties of this number to try and work out what the number is in only 5 questions. This will help learners ask questions carefully, listening to answers and will help the teachers to identify which learners have grasped the concepts of number well.

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

| Certificate: Year 2 Pre-Primary and Lower Primary Focus | | |
|--|-------------------------------------|----------------|
| Course 8: Assessment | Module 2: 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"> • Be able to apply the methods explained in the South Sudan Assessment Guidance booklet • Relate the methods to a range of Learning Outcomes in the ECD and Lower Primary syllabuses <p>Understand how examination papers are developed and the demands of the questions</p> | | |

| Term | Key Concepts | Range and Activities |
|------|--|---|
| | Triangulation is key to successful formative assessment | Work in pairs or a small group to study what the South Sudan Assessment Guidance says about triangulation and relate this to the Assessment Exemplars. Take some Learning outcomes from different subjects of the ECD and Lower Primary Curriculum and design some assessment methods for each. |
| | Triangulation needs to be applied across the learning outcomes | |
| | Examination papers are designed to assess the higher order processes | <i>Work in pairs or a small group to study the Sample Examination Papers for Primary 8.</i> Relate these to the Examination Specifications and Blueprints. Note the expectations for each question (item) on the sample papers. |

Related Professional National Standards:

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

ITT Activity

Student teachers should discuss the role of the examinations in P8 and be reminded of the role of formative assessment up until this point. Student teachers should look at some example questions in one subject and 'track back' one particular question through the textbooks. Student teachers should discuss the way that examination question is not a question that is repeated in the textbooks. Instead, it builds upon what has been learnt and checks to see if learning is deep enough so that it can be applied in a new context.

Classroom Activity

Learners should think about the range of tests that are used in their community, such as driving tests, food testing and job interviews. They should discuss when tests are useful. In groups, they should work together to devise a test for the topic they are studying in maths at the moment. They should think about problems that can be presented to learners to test how well they can apply their mathematical skills, knowledge and understanding.

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

| Certificate: Year 2 Pre-Primary and Lower Primary Focus | | |
|--|--|---------|
| Course 8: Assessment | Module 3: 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"> Recognise where learning needs to be improved Be able to give encouraging feedback so that learners know what to do to improve <p>Design support to meet identified learning needs</p> | | |

| Term | Key Concepts | Range and Activities |
|------|--|--|
| | Teachers need to use assessments made in order to improve learning | Work in pairs or a small group to study what the South Sudan Assessment Guidance says about using assessment to improve learning (Page 8). Explore the Assessment Cycle diagram and the chart below. Relate these steps to a particular syllabus Unit from the Lower Primary curriculum. |
| | Support needs to be designed to meet identified learning needs | |
| | Feedback needs to make clear what the learner needs to do to improve | Work in pairs or a small group to study what the South Sudan Assessment Guidance says about giving feedback to learners (page 13). Note the difference between written and oral feedback. Practise giving feedback when commenting on other students' work (be encouraging, specific, immediate and honest!) |

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 talk in depth about the Cycle of Assessment diagram on page 5 in the Assessment Guidance. They should discuss why the diagram is in a cycle rather than a linear diagram. Student teachers should think about a practical activity such as playing football or learning to play the guitar. How is the assessment cycle relevant to these? Student teachers should look through one chapter of a textbook and look for the opportunities that the teacher has to explore learning by collecting and analysing assessment data in order to improve learning.

Classroom Activity

Learners should learn together a new song in preparation for an end of term concert. They should take it in turns to lead the singing, picking up on mistakes as the new song is learnt. With the help of their teacher, they should record their singing practices, if possible, so that they can listen back and suggest improvements in preparation for their performance.

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

| Certificate: Year 2 Pre-Primary and Lower Primary Focus | | |
|--|--|---------|
| Course 8: Assessment | Module 4: Keeping and Analysing 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 analyse patterns in assessment records</p> | | |

| Term | Key Concepts | Range and Activities |
|------|--|---|
| | The 4-point scale provides a range of useful information | <p>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.</p> <p>Look at some examples of class assessment records and discuss what these show about the progress of individual learners. Look at Assessment Guidance Pages 15-16 and discuss how these records can be interpreted.</p> |
| | Analysis of assessment records helps teachers monitor progress | |

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 talk together about the benefits of formative assessment and conduct some micro-teaching to practise making these adjustments to lessons as they go along. Using one chapter of the textbook or one syllabus unit, student teachers should list opportunities for teachers to make assessments so that they cover a range of conversations, observations and products. Using this list, student teachers should explain how end-of-unit assessments can be made as a record of all that an individual learner or groups of learners have been able to achieve throughout the unit.

Classroom Activity

Learners should explore using 10 identical shapes to make a range of different patterns and shapes. They should attempt to create shapes with the largest areas and the largest perimeter. The class teacher should assess how well they plan this investigation and how accurately they calculate and record their work.

Certificate Year 2
Pre-Primary and Lower Primary
Course 9: The Role of the Teacher

The role of the teacher in and out of school

| Certificate: Year 2 | | |
|--|---|----------------|
| Pre-Primary and Lower Primary | | |
| 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 importance to teachers of the National Professional Standards and Code of Ethics and be able to apply them in the context of ECD and Lower Primary classes | | |

| 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 practice the highest standards of integrity, honesty, fairness.

ITT Activity

Student teachers should look at the seven domains of Professional standards and consider how they are interconnected. They should select one activity from a P1 textbook and consider what teaching expertise is required to deliver the activity successfully. They should take a similar activity from a P3 textbook and compare the teaching expertise required for older learners. A feature of their discussion should be that, rather like student competencies, professional standards are necessarily interlinked.

Classroom Activity

Learners should think about different roles in their community and identify some common skills that are required by people to do their jobs well. They could begin by comparing two jobs or roles and expand this out. Eventually, they should arrive at a list of skills not dissimilar to student competencies.

The role of the teacher in and out of school

| Certificate: Year 2 Pre-Primary and Lower Primary | | |
|--|---|----------------|
| Course 9: The Role of the Teacher | Module 2: Working with Parents and the Community | ? 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> | | |
| 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 and talk to the headteacher and other staff about the discussions they have with parents about learners' progress, and the projects they have to enable parents to contribute to their children's education. |
| | Teachers need to play an active role in promoting good relationships | |
| | A school can play an important role within the wider community, and teachers have an important part to play in this. | Work in pairs or small groups to design a community project that involves learners from the Lower Primary classes. Where possible, work with a group of learners in a school to carry this out. |

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 at example projects in the School Programmes guidance, exploring in particular where and how community involvement is promoted in each case. Student teachers should develop a short guide for schools to engage with parents effectively, listing the main benefits and describing opportunities across the school year.

Classroom Activity

Older learners should design a collection of activities for younger learners to take home and share with their families. These could be things such as reading together, creating a poem together or collecting some 'treasures' together. Learners should discuss the value of the school community working together for the benefits of a just and fair society.

The role of the teacher in and out of school

| Certificate: Year 2 Pre-Primary and Lower Primary | | |
|--|------------------------------------|----------------|
| Course 9: The Role of the Teacher | Module 3: School Inspection | ? 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> Understand the School Inspection Framework and the ECD Inspection Framework, and what is expected of teachers</p> | | |

| Term | Key Concepts | Range and Activities |
|------|--|---|
| | The School and ECD Inspection Frameworks set out clear expectations of schools in seven areas. | Work in pairs or small groups to study the School Inspection Framework. Each group to take an Area of Focus and prepare a presentation on it for the other groups. All groups to study the “Teaching and Learning” section. Look at the ECD Inspection Framework and identify the differences between this and the School Framework, |
| | Teachers need to understand these expectations in order to promote successful learning | |

Related Professional National Standards:

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

ITT Activity

Student teachers should work in groups to explore in detail one of the Areas of Focus in the Inspection Framework. They should prepare a 5-minute presentation so that they are able to explain the key aspects of this part of the inspection and ask other groups where they think there are connections to other areas. Student teachers should talk about their experiences at school in relation to this part of the Inspection Framework.

Classroom Activity

Learners should work in groups to organise a presentation to another class which explains all that they have done during their school programmes project. They should coordinate their efforts so that all key elements of the project are described and one learner should be selected to explain that all the different parts of project needed to work together in order to ensure that the overall project was a success.

The role of the teacher in and out of school

| Certificate: Year 2 Pre-Primary and Lower Primary | | |
|--|----------------------------------|----------------|
| Course 9: The Role of the Teacher | Module 4: School Clusters | ? hours |
| This module explores the administrative procedures that teachers must understand | | |
| Learning Outcomes | | |
| <p><i>By the end of the module, teachers will:</i></p> <ul style="list-style-type: none"> • Understand the importance of school clusters <p>Understand the role teachers need to play within a successful cluster</p> | | |

| Term | Key Concepts | Range and Activities |
|------|---|---|
| | School clusters enable schools to share expertise and support each other for the good of learners | Work in pairs or small groups to study the “School Clusters Guidance” booklet. Prepare a presentation on one section and present to other groups. Visit a school that is a member of a successful cluster and talk to staff about it. Write a report. |

Related Professional National Standards:

6.1 teachers contribute to ongoing collaboration with their peers and to the teaching profession.

ITT Activity

Student teachers should look at the two cluster models on p.8 of the guidance document. They should discuss the advantages and disadvantages generally of both and then turn to pages 10 and 11 to consider each of the elements of effective cluster working. Student teachers should work in pairs to evaluate which model they think would be the most effective (considering barriers and opportunities) for the schools in their region, giving reasons why.

Classroom Activity

Learners should think about their community and what it is like when somebody new moves into their community. How are they made to feel welcome and what do people say and do to make new people (or visitors) feel valued? Based on this discussion, learners should think about new learners who start in their school and how they can be made to feel welcome. Why is this important? What effect does this have on their learning?

The role of the teacher in and out of school

| Certificate: Year 2 | | |
|--|--|----------------|
| Pre-Primary and Lower Primary | | |
| Course 9: The Role of the Teacher | Module 5: 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 needs to be done to keep children safe in school <p>Design learning activities that will help children to stay safe out of school in the context of the ECD and Lower Primary age group</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 ECD and Lower Primary 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 school | Work in pairs or small groups to list the hazards or dangers that learners might face out of school (physical, social and emotional) in the specific context of ECD and Lower Primary aged children. Design a learning activity that helps learners appreciate how to stay safe in one of these situations. |

Related Professional National Standards:

7.3 teachers have a proper professional regard for policies and practices of the school in which they teach.

ITT Activity

Student teachers should work together to design a short role play that would help to teach younger children about the importance of tackling discrimination and promoting equal opportunities. This is a key part of Area Four, Care and Conduct of Learners. This play should be rehearsed so that it is ready to perform during teaching practices if the opportunity arises.

Classroom Activities

Learners should think about how they can adopt a positive attitude to their learning (Another aspect of Area Four). They should talk to each other and with their teacher about the benefits of getting a good education and of the importance of coming to school. Learners should consider how they can help each other to adopt a positive attitude to learning, which includes asking for help when things don't make sense and congratulating others on their achievements.

Certificate Year 2 Pre-Primary and Lower Primary Focus

Personal Studies

| Certificate Year 2 Pre-Primary and Lower Primary Focus | | |
|---|--|----------------|
| Personal Studies | Module 1: The Teacher as Researcher | ? hours |
| This module explores the importance of teachers acting as researchers within their own classrooms and schools | | |
| Learning Outcomes | | |
| <p><i>By the end of the module, teachers will:</i></p> <ul style="list-style-type: none"> • Understand the importance of teachers as researchers <p>Be able to plan and carry out a piece of research in an ECD or Lower Primary situation</p> | | |

| Term | Assignment |
|------|--|
| | <p style="color: green;">Students will work with their tutors to choose an issue to be researched. They will plan the research in terms of objective, method, type and extent of evidence sought. Working individually, in pairs or in groups, they will carry out the research over a period of time and prepare a presentation that organises their research and explains their findings. The presentation may be written or by electronic means such as PowerPoint.</p> |
| | <p>Expectations</p> <ul style="list-style-type: none"> • Clear and appropriate planning • Careful research within the school situation • Co-operation with others • Coherent organisation of the material • Plausible findings • Clear and cogent presentation |

Related Professional National Standards:

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

ITT Activity

As this is year 2 of the certificate programme, students should work with their tutor to consider an aspect of their studies during year 1 that they would like to explore further. This may be because they have a particular interest in an area or it is an area of their study which they feel would benefit from revision and development.

Classroom Activity

Learners should be provided with the opportunity to conduct their own studies into an area of interest to them. The teacher should model an approach which allows learners to explore, build and create a project which could contribute to their leaver's certificate.

Certificate Year 2 Pre-Primary and Lower Primary Focus

Personal Studies

| Certificate Year 2 Pre-Primary and Lower Primary Focus | | |
|--|--|----------------|
| Personal Studies | Module 2: Comparative Education | ? hours |
| This module introduces students to the educational systems and approaches in at least two other countries: one for East Africa and one from another continent. | | |
| Learning Outcomes | | |
| <i>By the end of the module, teachers will:</i> | | |
| Be familiar with the educational systems and approaches of at least two other countries | | |

| Term | Assignment |
|------|--|
| | <p style="color: green;">Students will work with their tutors to choose the countries to be researched. One shall be an East African country, the other a contrasting system such as Finland or Singapore. Working in pairs or in groups, they will carry out the research over a period of time and prepare a presentation that organises their research and draws comparisons and contrasts with South Sudan, with particular attention to ECD and Lower Primary. The presentation may be written or by electronic means such as PowerPoint.</p> |
| | 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

The tutor should outline ways in which education systems across the world are measured and evaluated. This could include PISA rankings by OECD as well as by progress towards SDG4. Student teachers should select one country that is of interest to them based on these outlines and then compare it to a country which is much more familiar to them in East Africa. Student teachers should research comparative education and review documents such as the Global Partnership for Education's Annual Report to analyse data and evaluate research findings.

Classroom Activity

Learners should look at a range of data and short descriptions of some sports teams in South Sudan. They should discuss what the data tells them and consider how comparing different sports in this way is useful in identifying effective strategies for development and growth in the sports industry.

Certificate Year 2 Pre-Primary and Lower Primary Focus

Personal Studies

| Certificate Year 2 Pre-Primary and Lower Primary Focus | | |
|--|---|----------------|
| Personal Studies | Module 3: Contemporary Issues in Education | ? hours |
| This module gives students the opportunity to engage in their own research into a contemporary issue | | |
| Learning Outcomes | | |
| <p><i>By the end of the module, teachers will:</i></p> <ul style="list-style-type: none"> • Have gained a better understanding of education through a study of a contemporary issue <p>Have improved their research and presentation skills</p> | | |

| Term | Assignment |
|------|---|
| | <p style="color: green;">Student teachers will work with their tutors to choose the issue to be researched. Working in pairs or in groups, they will carry out the research over a period of time and prepare a presentation that organises their research and relates the issue to South Sudan, with particular attention to ECD and Lower Primary. The presentation may be written or by electronic means such as PowerPoint.</p> |
| | <p style="background-color: #e1f5fe;">Expectations</p> <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

Tutors should outline key issues in contemporary education such as the use of ICT, 21st Century Skills and health and child development. Student teachers should choose one area to research in detail, beginning with articulating what they found out about these issues during their comparative education study. From this, student teachers should collect various studies about this issue across a variety of settings.

Classroom Activity

Learners should think about the way in which ICT influences their daily lives and compare this to what they think it will be like in the future. They should be encouraged to use their imagination to describe what they hope machines and other technological advancements will and won't do. Learners should look at a presentation, if possible, to illustrate what technology was available in South Sudan only 50 years ago – when their grandparents were born. What are the most significant changes?

Certificate Year 2 Pre-Primary and Lower Primary Focus

Personal Studies

| Certificate Year 2 Pre-Primary and Lower Primary Focus | | |
|--|---------------------------------|---------|
| Personal Studies | Module 4: Two Elective Subjects | ? hours |
| This module gives student teachers the opportunity to choose two subjects or ECD Learning Areas to study in more depth | | |
| Learning Outcomes | | |
| <p><i>By the end of the module, teachers will:</i></p> <ul style="list-style-type: none"> • Have gained a deeper understanding of the subjects or Areas of Learning <p>Be prepared to act as a subject leader in a school</p> | | |

| Term | Assignment. For each subject: |
|------|---|
| | <p>Student teachers will choose two subjects or ECD Areas of Learning. For each subject or Area, they will work individually or in pairs to:</p> <ul style="list-style-type: none"> • Familiarise themselves with the syllabuses and textbooks from Primary 1 to Secondary 4. (In the case of an ECD Area of Learning, they will study the ECD syllabus and Guidance and also study the equivalent subjects from Primary 1 to Secondary 4) • Familiarise themselves with the P8 and S4 examinations for that subject • Study some materials related to the subject or Area from another country • Plan a series of learning and assessment activities for the subject or Area in the ECD or Lower Primary curriculum |

Related Professional National Standards:

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

ITT Activity

Building on what they achieved and learned about in module 2 and 3 of this course, student teachers should consider in detail different aspects of their chosen subject or area in different countries. How is subject teaching characterised in this subject in other countries? What significant developments have there been in relation to this subject in other countries? Student teachers should then evaluate all that they have learnt to consider what is applicable in South Sudan.

Classroom Activity

Learners should conduct a short drama activity called 'conscience alley'. This involves two rows of learners facing each other, who in this case have different views about which subject is more important, maths or science. They should try to persuade each other that one is more important than the other (which is of course not true!). This activity encourages learners to justify their views and develop subject related vocabulary.