



ITT Year Two Syllabus Units

Upper Primary

South Sudan



Certificate Year 2
Upper Primary Focus
Course 1: How Children Learn

Certificate Year 2		
Upper 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 Upper 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 of the development needs of the learners including physical, psychological, socio-economic and intellectual development.

ITT Activity

Ask student teachers to work in groups of 6 which will be their *home* group. Each group should allocate two members to study the features and functions of the hippocampus, two to research the pre-frontal cortex, and two to look at the amygdala. Each pair should write down a very brief explanation of the part of the brain and give three examples of its importance to learning and behaviour.

Ask each pair who are looking at the hippocampus to come together to share findings and form an expert hippocampus group. The pairs looking at the pre-frontal cortex and the amygdala should do the same.

Challenge the three expert groups to discuss their findings about the different parts of the brain. Ask the student teachers to go back to their home group of six and share their new expertise with each other. Challenge each home group to create a four-part poster about one brain part.

Ask groups to fold a piece of chart paper into quarters and in one quarter, write a description of the function of this part of the brain; in the second section, create an analogy to explain this part of the brain to learners; in the third section, explain how this part connects to the two other parts of the brain; and in the final section, create a poem, jingle or song that could be used with a class to help them remember this part of the brain. Student teachers should be prepared to show their poster, share their song, and explain the relationship between their brain part and learning.

Classroom activity

This activity could be used in the classroom when learners need to study *controlling emotions* as part of Peace Studies. By creating posters of the three different brain parts, learners need to be able to understand the role of the limbic system (hippocampus and amygdala) in controlling emotions and the link with the pre-frontal cortex for effective self-regulation. This activity could include asking learners to give examples of times when their amygdala has ‘fired’ in response to a stress trigger, and strategies they have used to reinstate calm. This activity helps learners consider how the brain controls both learning and behaviour.

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 (2006). *Neuroscience and Education: from Research to Practice?* Nat Rev Neuroscience 7(5):406-11

Certificate		
Year 2: Upper 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 consider how these impact on classroom practice. It will look at Bloom's Taxonomy and the notion of "deep" and "surface" 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 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 Upper 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 Upper 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. If possible, work in pairs to teach these to a class and evaluate the impact.

Related Professional National Standards:

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

ITT Activity

Working individually, ask student teachers to write down a definition or explanation of *deep* and *surface* learning. Ask student teachers to join with a partner to form a pair. With their partners, student teachers should read each other's statements and write down a single pair viewpoint. Ask each pair to join with another pair into a group of four student teachers. In their groups, student teachers should read and compare their statements and write down a Team viewpoint. Ask the groups to display these on large squares of poster paper. Ask the student teachers to compare their explanations to those offered by Marton and Saljo. Where are the differences in description? Where are the similarities? Are there any gaps and/or misconceptions about what is meant by deep and surface learning? Challenge the groups to create a single class definition based on their posters and their new knowledge. This activity highlights the importance of starting with what learners already know about a topic.

Classroom activity

This activity can be used in the classroom when learners need to construct new learning about an idea, concept or theme. By working together to create either new, or shared definitions of concepts such as *power*, *conflict*, *kindness* or *compassion*, learners need to be able to use and apply skills of communication, co-operation, and critical thinking. This activity gives student teachers valuable insight into learners' levels of thinking and also shifts learning from surface level (memorising definitions) to a deeper level (interpretation and construction of meaning).

Bloom, B.S. (1956). *Taxonomy of Educational Objectives*, Handbook 1: Cognitive Domain. New York: Longman.

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

Certificate		
Year 2: Upper Primary Focus		
Course 1: How Children Learn	Module 3: Higher Order Thinking Skills	? 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 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 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”. They should look for examples of the four levels in the SS curriculum and compare findings.
	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

Working in small groups of 4 or 5, use a collection of sticks, string, tape and scissors, ask student teachers to create a freestanding structure of sufficient strength and rigidity to support and adult shoe. Tell the groups that they have limited time to complete the task and the winning structure will be the one that holds the shoe highest from the table. At the end of the activity, ask students to reflect on and describe the kinds of HOTS that were used in attempting to complete the task. Which HOTS were most evident? How did different group members behave? What are the implications and links here for assessment of and for learning?

Classroom Activity

This activity can be adapted for classroom use when learners are exploring a range of key issues or themes. Having made their structure, for example, learners could investigate the heaviest weight that their structure can support. They could evaluate their efforts and problem solve ways of making it stronger or improving its construction. They could compare their

model to structures they see in their environment or in books or magazines, looking for similarities and differences. Learners could use the experience to create a flow chart or set of instructions for other groups to follow in making their own models. This activity helps learners understand what higher-order thinking is and why they need it. Ask learners to talk about what they notice about their thinking and encourage them to ask themselves good questions.

References

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

Certificate Year 2: Upper 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 Outcomes		
<p><i>By the end of the module, teachers will be able to:</i></p> <ul style="list-style-type: none"> • Understand the importance of interest, 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 Upper 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:

2.5 Teachers connect subject content to relevant life experiences.

ITT Activity

Ask student teachers to work individually to consider the statement ‘*What sort of positive relationships enhance learning?*’ before writing down 5 words or phrases that come to mind in relation to this question. Ask student teachers to pair with a partner and share both sets of ideas before repeating with another pair to form a larger group of 4. Challenge each group to design a checklist of 8 sorts of positive relationships that enhance learning. Bring the groups together to debrief their findings. Structuring the activity in this way highlights the importance of recognising and valuing the individual and collective expertise of learners.

Classroom activity

This activity can be adapted for use in the classroom when creating ‘essential agreements’ about how a class will operate. In the classroom, this means that, rather than teachers imposing rules, everyone works collaboratively to establish an agreement of how the class will function.

Start by asking learners to consider carefully and then write down or draw pictures of *what helps them learn* and *what hinders their learning*. Ask learners to join with a partner, share their thinking and find the things they have in common. Discuss these features with the class as a whole and highlight those features seen as most important for a class essential agreement which will maximise learning for everyone. With the emphasis on enhancing learning, this activity moves the focus away from imposed rules and regulations to creating an environment conducive to co-operation and sustaining positive relationships that support this.

Certificate		
Year 2: Upper 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
	The classroom needs to be organised to allow children to play	Work in a group to consider different aspects of play (including role-play and educational games) 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:

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

ITT Activity

Read the story of *Handa's Surprise* to the class. Ask student teachers to work in groups and imagine an exciting and alternative ending to the Handa story suitable for younger learners. Challenge the groups to create a short puppet play or composition which explains the alternative ending. Ask each group to perform their composition to the rest of the class. After the presentations, ask the student teachers to reflect on the task and list the kinds of social and emotional skills they thought were being developed. This activity is structured to illustrate the importance of play-based learning for learners of any age: learners having choice in their pursuits, being able to self-direct their learning and exploration, engaging in imaginative creation, and doing all these things in a non-stressed state of interest, enjoyment and joy.

Classroom Activity

This activity can be adapted for classrooms when learners are exploring a range of key issues or themes. Read the story of *Handa's Surprise* to the class and ask learners to make images of the main characters and retell the story from the perspective of Akeyo. Structuring the activity this way allows learners to familiarise themselves with the story and practise the language of the book.

Certificate Year 2: Upper 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 Upper Primary Curriculum.		
Learning Outcomes		
<i>By the end of the module, teachers will be able to:</i>		
<ul style="list-style-type: none"> Understand the importance of 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 		
Design and deliver learning activities that involve first-hand experiences and active learning in the Upper Primary Curriculum		

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 Upper 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 Upper 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 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:

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

ITT Activity

Ask student teachers to work in pairs to identify examples of where learners are expected to demonstrate either **strategic thinking** and/or **extended** thinking in Upper Primary syllabuses. Ask each pair to join another pair to make a group of 4 and then discuss the examples they have identified. Ask the group to choose one example and use it to create a detailed mind-map of the sorts of activities that would be needed to promote the learning in the selected example. Ask student teachers to include some example activities that connect to the play-based issues explored in module 5.

Classroom activity

If learners are studying the Environment, for example, in Social Studies, and exploring the question ‘How can we live more sustainably?’ ask learners to both design and carry out a survey of the amount of paper being used in the school in a week. Learners can then use their results to create a flow-chart graphic organiser of steps that the school could then take to reduce the amount of paper being used, and/or encourage people at the school to become increasingly paper free. This activity lays the foundation for further extended thinking and organised in this way, it requires learners to synthesize information from multiple sources, conduct analysis, interpret results and transfer knowledge from one domain to solve problems in another.

Certificate Year 2
Upper Primary Focus
Course 2: Teaching and Learning

Certificate Year 2		
Upper 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 • Create appropriate learning opportunities within the Upper Primary Curriculum

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 Upper 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 groups 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:

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

ITT Activity

Review together the English Unit about Games and Sports in P4.

The fishbowl activity: Sit in a circle, with person 1 and person 2 standing in the centre. Person 1 is in role of a sportsperson who has just won an Olympic medal. Person 2 is an interviewer focusing on emotions and motivation. Those sitting in the circle observe, make notes to be ready to give feedback to person 1 and 2. Alternatively, you can invite people in the circle to help by asking questions of person 1.

Classroom Activity

The ITT activity above can be used in the classroom. Explain the ‘fishbowl’ activity. Discuss possible questions relating to emotions and motivations. Give learners time to prepare in small groups. Discuss and agree the rules for observers (listening carefully, making notes etc). Ask for volunteers to be in the centre. Once the activity is over, ask all learners how it felt to be in the various roles.

Certificate Year 2 Upper 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 • Devise questions that promote the higher levels of learning in a range of situations in the Upper Primary Curriculum

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 Upper Primary Curriculum and design questions to promote these.
	There are techniques for encouraging learners to ask questions	<i>Work in pairs or groups to select some syllabus units from the Upper Primary Curriculum and identify the types of questions that learners might be encouraged to ask.</i>
	Different types and levels of questioning can be devised to extend learning	Work in pairs or groups to select some syllabus units from the Upper 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 teachers create and select activities designed to develop learners as independent learners and problem solvers and adapt their teaching to respond to learners' strengths and needs.

ITT Activity

Focus on one social studies Chapter in the textbook and ask student teachers to work in 6 groups, taking one activity, inquiry-based question per group. Each group should write their question at the top of a piece of paper and draw the outline of a traffic light. In the red circle, they should write questions about the inquiry, in the amber circle, things they think they know about the inquiry, and in the green circle, facts they are certain about. Each group then presents their traffic light to the class.

Classroom Activity

The ITT activity using the traffic light organiser can be transferred to the classroom. Explain the activity and the inquiry question to the learners. Ask learners to work in small groups at first before sharing their questions and ideas across the class. Over time, revisit the traffic light to see how questions from one section have been either illuminated or have changed colour.

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 Upper 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 Outcome		
<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 the 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 analyse the above examples in terms of the how they promote independence in a range of contexts
	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:

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

ITT Activity

Focus on the Social Studies Primary 7 chapter in the textbook about 'Promoting Gender Equality'. Working in groups of three, print or write out the 'learn about' section. Circle key words that indicate skills, knowledge, understanding or attitudes in the text. Highlight which of these could be used to promote creativity for learners (such as reflect).

Choose one of the highlighted aspects, and in groups, identify specific learning objectives for learners.

Classroom Activity

Explain that student teachers could discuss with a whole class why gender equality is important, challenging learners to explain their thinking and give examples. They could set the scene of a young girl who is not allowed to go to school and has to stay at home while her brothers go to work or school. Learners should work in pairs to write a diary entry for a young girl who is treated differently to her brothers. Then switch and write about the same events from the point of view of the brothers. This activity helps learners to write from the point of view of others.

References

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

Certificate Year 2 Upper Primary Focus		
Course 2: Teaching and Learning	Module 4: A Repertoire of Strategies	? hours
This module explores why it is important for teacher 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 • Design a range of strategies to address different needs within the Upper Primary Curriculum

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. Where possible, work in pairs to teach these to a class and evaluate the impact.
	The situations vary with learning needs, the learners and the context	
	A repertoire of strategies can be developed and practised	

Related Professional National Standards:

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

ITT Activity

Student teachers should work in groups of 4 or 5 on a topic of their choice from a P6 textbook to identify the opportunities to develop communication strategies, including negotiating and respecting the views of others in debates. Student teachers should research the key components of a debate and then prepare a presentation to present to the rest of the class about how to set up a debate – the roles, the rules and etiquette, the key conventions of language, how to sum up etc. Have each group present to the class. Put this into practice by holding a debate about an educational topic such as the value of formative assessment or drop-out rates.

Classroom Activity

The ITT activity on debates can be used in the classroom. Explain to the learners how a debate works and write up the 'rules'. Learners should be given time to prepare their key points and arguments. The teacher should act as chairperson in the first few experiences and offer the opposing sides 3 tokens (a coin or similar) that entitle them to ask for the teacher's help during the debate. (They need to think carefully about when to use the tokens as there are only 3!). This activity helps students to practise their communication skills and to think quickly to counter an argument.

Certificate Year 2 Upper 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 Outcome		
<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 Upper Primary Curriculum <p>Design learning opportunities within the three principles across the Upper 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:

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

ITT Activity

Use English Primary 4 topics to discuss attitudes to school and the value of education. Discuss the specific learning objectives relating to this attitude. Draw 3 concentric circles. In the centre, write a statement about the value of education, in the next circle additional learning objectives and in the outer circle, the sequential activities that relate to the learning objectives. Ensure you apply all three planning principles to your thinking. Share you circles with another group.

Classroom activity

Select a short series of activities that you planned in the ITT session, and teach them to the learners in your class. Observe carefully how the learners respond to the activities. Ask the learners to talk about this learning sequence and write a learning journal about how they were learning and what helped them.

References

ECD Curriculum and Guidance

Certificate Year 2 Upper 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 Upper Primary Curriculum and develop ways of approaching these in ways that will motivate learners.

Related Professional National Standards:

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

ITT Activity

In small groups, focus on different types of extrinsic motivations for student teachers. Draw a stick figure student and write down all of the extrinsic motivations that might be applicable. Review each one and put them into groups/categories such as praise, fear of failure, competition etc. For each category, note down strategies that teachers can use to promote or mitigate them. For example, a positive ethos in the University/College mitigates students’ fear of failure, a reward system for effort etc. As an individual, student teachers think about their own extrinsic motivations. There is no need to share this with anyone unless they volunteer to do so.

Classroom Activity

Create a story character with the learners – it could be based on a famous sports person. Discuss the kinds of things that motivate this person, such as praise, money, helping others etc. Ask them to do the same drawing from the ITT activity, and to write down all of the words and phrases that describe the person’s motivation. Then ask them to review and decide which could have positive consequences and which could have negative consequences.

References

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

Year 2 Upper Primary Focus

Course 3: Class Management

Certificate Year 2 Upper 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 Outcomes		
<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 Upper 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 Upper Primary classes</p>		

Term	Key Concepts and Abilities	Range and Activities
	The key principles of classroom management have specific application in the Upper Primary context	Work in a group to identify elements of the Upper 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:

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

ITT Activity

Student teachers should work in groups to consider different types of activities. They should look through textbooks in a particular year group and try to categorise these. They may create, for example, a list of open-ended tasks compared to short, closed-question quizzes. Other categories might include creative compared to analytical activities. Once activities have been categorised, student teachers should discuss with other groups what classroom management strategies are required to lead these effectively.

Classroom Activity

Learners should work in pairs to create a 'Bottle Beat RAP'. This uses a bottle as a percussion instrument. They should compose a short poem that is accompanied by some rhythms struck out on the bottles. Having completed this, learners should work with another pair to teach each other their Bottle Beat Rap.

References

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

Certificate Year 2 Upper 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 Outcomes		
<p><i>By the end of the module, teachers will be able to:</i></p> <ul style="list-style-type: none"> • Understand the reasons why pair and group work are important and apply this in the context of Upper 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 Upper 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 Upper 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 Upper 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 explore and review activities in one subject up through P4 to P8 textbooks. They should look for activities that suggest working in pairs and compile a list of different types of activities that benefit from working in pairs. They should then move to another subject to see whether these types of activities are comparable in other subjects.

Classroom Activity

Learners should work in a group of 5 to create a short set of interview questions for a visitor to the school. Maybe this will be a health professional, another Head Teacher or a local business owner. They should create the questions based on what they already know collectively about this role, creating questions aimed at inspiring others to ask further questions related to what they have proposed.

Certificate Year 2 Upper 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 Upper Primary classes</p>		

Term	Key Concepts and Abilities	Range and Activities
	The features of an enabling environment	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 Upper Primary. <i>Watch video examples of classroom practice and identify aspects of the emotional environment and relationships. List the features that promote an enabling environment.</i> Work as a group to plan an ideal classroom for Upper Primary that has an enabling environment. Present to the other groups.
	This is social and emotional as well as physical	
	Teachers are responsible for creating enabling environments	

Related Professional National Standards:

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

ITT Activity

Watch videos, if possible, that illustrate examples of classroom practices that promote positive relationships within the classroom. Student teachers should list phrases and techniques, sharing them with each other so as to become more able to 'spot' good practice in this area when they see it. They should talk about the importance of developing trust through consistent and persistent kindness.

Classroom Activity

Learners should talk together about different emotions experienced throughout the school day. They should discuss how some events have different effects on different people and that due to life experiences and character traits, not everybody thinks in the same way! Learners should talk about the emotions of hope and happiness and discuss how, as a school community, people should work together to help all children feel safe.

Certificate Year 2 Upper 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 Upper 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 Upper 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 Upper 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:

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

ITT Activity

Student teachers should discuss the fact that older and younger learners benefit from learning through first-hand experiences. They should look through the upper primary textbooks to identify some good examples of where first-hand experiences enhance the learners' experiences of progress towards a learning outcome. Student teachers should also identify an activity in the textbook that does not promote the use of first-hand experiences, but which they believe would benefit from doing so.

Classroom Activity

Learners should read an article about how to present and perform a magic trick. (This could be using a pack of cards, some coins or some sticks etc) They should then try to immediately perform the trick to others. Of course, they will find it difficult. Secondly, groups of learners should be given a second magic trick to practise and present. A demonstration after an opportunity to practise is bound to be more successful.

Year 2: Upper Primary Focus

Course 4: Language Development

Developing literacy skills

Certificate Year 2 Upper Primary Focus		
Course 4: Language Development	Module 1: Speaking and Listening	? hours
This module explores the way in which our understanding of the world develops through language, and emphasises the importance of talk and discussion to higher order learning		
Learning Outcomes		
<p><i>By the end of the module, teachers will:</i></p> <ul style="list-style-type: none"> • Understand how the semantic-cognitive theory underpins deeper understanding • Relate the theory to promoting language development in the classroom <p>Design higher order learning activities that involve discussion within the Upper Primary syllabuses</p>		

Term	Key Concepts	Range and Activities
	Talk is essential to promote deeper understanding	Building on Year 1 Course 4, work in pairs or a group to prepare a presentation explaining that talk is essential even to the higher levels of learning. Relate this to the Upper Primary Curriculum
	Classroom practice needs to build in talk to ensure success	Work in pairs or a group to select a syllabus unit from the Upper Primary curriculum and develop a learning activity that will extend learners' understanding through discussion. Where possible, work in pairs to teach this to a group or a class and evaluate the impact.

Related Professional National Standards:

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

ITT Activity

Student teachers should conduct some further research into deeper thinking and higher levels of learning. They should look for articles and carry out research to explain how conversation and other forms of talking help learners to make connections and deepen their understanding of particular concepts. Student teachers should put what they find out in the context of one textbook chapter or syllabus unit. They should explain where the opportunities for speaking arise and how these can be designed to be quality experiences.

Classroom Activity

Learners should be organised into groups of 6 to discuss what skills are required to conduct an interview. Learners should discuss, for example, the need to shape effective questions and be prepared to respond to questions from the interviewee appropriately. They should prepare a set of questions for two contrasting jobs such as a tour guide and an accountant.

References

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

Certificate Year 2 Upper Primary Focus		
Course 4: Language Development	Module 2: 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, and how this support will need to continue beyond Year 4.		
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>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:

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

ITT Activity

Student teachers should talk about the range of backgrounds and cultures that learners are likely to come from across schools in South Sudan. They should talk about what influence these experiences have on attitudes to school, education and learning. Student teachers should design two contrasting activities which could help all learners in P4 adapt to the transition into English Language Instruction. For each activity, they should highlight how the activity could be adapted for learners from different language groups.

Classroom Activity

Learners should work in groups to create a poem that uses rhyming words to describe either the wheels on vehicles or a parade of elephants. They should think about the sound and patterns that these two topics create and also build that into their poem. They should rehearse their poem, sharing their ideas backwards and forwards in their group until they are happy with a final version of their poem.

Certificate Year 2 Upper Primary Focus		
Course 4: Language Development	Module 3: Extending Literacy Skills	? hours
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 need to support the development of literacy skills whatever subject they teach <p>Use a range of strategies to support the extension of literacy skills within their subject</p>		

Term	Key Concepts	Range and Activities
	Learners need continued support from all teachers to extend their literacy skills	Work in pairs or a group to look through the English sections of Curriculum Overviews and Upper Primary Syllabuses to identify the extended literacy skills that are required. Relate these to the demands of other subjects in terms of the level of literacy skills they demand (e.g. Research and Reports in Social Studies)
	There are strategies within all subjects to promote these	Work in pairs or a group to look through the Upper Primary Syllabuses for a range of subjects and select units where extended literacy skills can be developed. Design learning activities to promote these. Where possible, work in pairs to teach these to a group or 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

Student teachers should choose one subject in the Upper Primary syllabus and try to identify where extended literacy skills are needed. They should create a library of resources if possible, using online research aimed at helping learners to develop their literacy skills and also deepen their knowledge of the subject content.

Classroom Activity

As part of their Social Studies work in Upper Primary, learners should work together to create a library on articles and other reading materials they believe help to deepen their understanding of a particular topic. As they create this library (online or physically) they should talk about what challenges these materials present in terms of accessibility and how this can be overcome through further reading and discussion.

Year 2: Upper Primary Focus

Course 6: Curriculum Expectations

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

Certificate Year 2 Upper Primary Focus		
Course 5: Curriculum Expectations	Module 1: The Four Student Competencies	? hours
This module explores the four student competencies.		
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 Upper Primary curriculum and textbooks <p>Design learning activities that will promote the competencies in a range of Upper primary 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 Upper 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 Upper Primary subjects. Work in pairs to teach some of 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 look at two contrasting activities in a textbook. They should discuss the extent to which the activities provide opportunities for competences to be developed. Student teachers should then refer to the Teacher's Guide and the related syllabus unit to see what is said about competences. From here, student teachers should create a further activity for each textbook activity, to help learners further develop the competency that is featured.

Classroom Activity

Learners should work in small groups to compare stories and songs that they know about animals. Learners should take one that most of the group know well and adapt it for another animal. They should share their new version of the song or rhyme and teach others to sing or say some of it with them. Learners should ask other learners to suggest some simple actions to bring the story to life further. Competences of communication, creativity and collaboration are developed during this activity.

Certificate Year 2 Upper 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		
<p><i>By the end of the module, teachers will be able to:</i></p> <ul style="list-style-type: none"> Recognise the learning outcomes in textbooks activities Distinguish between the three forms of outcome <p>Design learning activities to promote each of the three forms across a range of subjects</p>		

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 Upper 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	<i>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 Upper Primary subjects. Where possible, work in pairs to teach these to a group or class and evaluate the impact.</i>

Related Professional National Standards:

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

ITT Activity

Student teachers should choose a topic or theme that is of interest to them or something that they would like to find out more about. They should discuss the differences between knowledge, understanding and skills and begin to explore these within the context of learning about their chosen topic. In order to check understanding of the three different forms of outcomes, students should present some example to the rest of the class, challenging their peers to identify which is which.

Classroom Activity

Learners should consider how to make some small bags to hold spices out of a piece of paper. Following some demonstrations and instructions from the teacher, learners should work in pairs to create 5 spice bags. Throughout this task, the teacher should explain the mathematics involved in making this bag in relation to fractions and angles as well as the science of the strength of the structure. Learners should discuss the challenges associated with this task. The teacher should help them to see that once they understood how to make the bags, and once they had practised making a few, it was much easier to do so.

Certificate Year 2 Upper 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:

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

Student teachers should look at the table of ideas in Section 5 of the Guidance document to consider some possible themes and topics that can feature in School Programmes. They should select one example or think of their own and consider how this theme could be developed. Student teachers should think particularly about how student competencies can be developed, as explored previously in module 2 of this course.

Classroom Activity

Learners should talk about some recent events that have been described in the National News. They should discuss which of these are of particular relevance to their community, explaining why. From this discussion, learners should consider how they would go about sharing relevant news stories with younger learners. They should explore different modes of communication in the media to give them some ideas.

Course 6: Learning Areas and Subjects

The background and key approaches to the Learning Areas and Subjects

Students will select four subjects to be studied in depth.

Certificate Year 2 Upper Primary Focus		
Course 6: Learning areas and Subjects	Module 1: Subject 1	? hours
This module explores the first of four subjects in depth, enabling student teachers to specialise as an Upper Primary Teacher		
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 Subject <p>Be able to design learning activities for all of the Areas</p>		

Term	Key Concepts	Range and Activities
	Each Subject has its own approaches. These are outlined in the Subject Overviews and Guidance for the Arts and PE	Work in pairs or a small group to study the subjects as set out in the Subject Overviews (and Guidance for the Arts or PE is appropriate). Prepare a presentation that identifies the key approaches associated with the chosen subject.
	Teachers need to take this into account when designing learning activities	Work in pairs or a small group to design some activities for the subject suitable different year groups (P4-8) following the Guidance. Share these with other groups and critique. Where possible, work in pairs to teach the activity to a group or class and evaluate the impact.

Related Professional National Standards:

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

ITT Activity

This module requires quite a lot of self-study to begin with in order for student teachers to develop their understanding of the subject syllabus. They should compare textbooks to syllabus units and also read subject overviews carefully, including the introductory pages. Student teachers may like to create their own 'subject map'.

Classroom Activity

It is useful for learners to think of themselves as skilled researchers and subject specialists. In maths, for example, we are learning to be mathematicians and in science, we are learning to be scientists. Learners should choose one subject and conduct some research into identifying a particular leader or expert in this subject in the past or present. They should consider which attributes they themselves would like to develop in order to be successful also.

Certificate Year 2 Upper Primary Focus		
Course 6: Learning areas and Subjects	Module 2: Subject 2	? hours
This module explores the second of four subjects in depth, enabling student teachers to specialise as an Upper Primary Teacher		
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 Subject <p>Be able to design learning activities for all of the Areas</p>		

Term	Key Concepts	Range and activities
	Each Subject has its own approaches. These are outlined in the Subject Overviews and Guidance for the Arts and PE	Work in pairs or a small group to study the subjects as set out in the Subject Overviews (and Guidance for the Arts or PE is appropriate). Prepare a presentation that identifies the key approaches associated with the chosen subject.
	Teachers need to take this into account when designing learning activities	Work in pairs or a small group to design some activities for the subject suitable for different year groups (P4-8) following the Guidance. Share these with other groups and critique. Where possible, work in pairs to teach the activity to a group or class and evaluate the impact.

Related Professional National Standards:

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

ITT Activity

Once student teachers are very familiar with the subject content, they should consider what elements of their chosen subjects distinguish it from others, as well as how to contribute to other files and disciplines. Student teachers should design a web diagram which shows the distinctive elements of their chosen subject and authentic links into other subjects. From this web, student teachers should highlight approaches associated with this subject in preparation for planning classroom activities.

Classroom Activity

At the end of a topic or unit, learners should create a topic web to show all the connections between different elements of what they have been studying. They should discuss how these connections give the topic 'strength' and how these related aspects also rely on each other to provide context and meaning.

Certificate Year 2 Upper Primary Focus		
Course 6: Learning Areas and Subjects	Module 3: Subject 3	? hours
This module explores the third four subjects in depth, enabling student teachers to specialise as an Upper Primary Teacher		
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 the Subject • Be able to design learning activities for all of the Areas 		

Term	Key Concepts	Range and Activities
	Each Subject has its own approaches. These are outlined in the Subject Overviews and Guidance for the Arts and PE	Work in pairs or a small group to study the subjects as set out in the Subject Overviews (and Guidance for the Arts or PE is appropriate). Prepare a presentation that identifies the key approaches associated with the chosen subject.
	Teachers need to take this into account when designing learning activities	Work in pairs or a small group to design some activities for the subject suitable for different year groups (P4-8), following the Guidance. Share these with other groups and critique. Where possible, work in pairs to teach the activity to a group or class and evaluate the impact.

Related Professional National Standards:

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

ITT Activity

Student teachers should consider what they know and understand about the subject syllabus and the approaches relating to how to teach this subject effectively. They should work in pairs to design 2 activities that would allow learners to explore one particular topic from two different perspectives. This relates to planning principle 2 and is a useful strategy to help student teachers consider the effectiveness of different approaches.

Classroom Activity

Learners should look at an object placed in the centre of the room. They should talk about what they can see. (The teachers should choose something that is particularly varied.) Learners should now move to a different part of the classroom and talk about how their view is now different. To emphasise this approach, learners could also talk about 'first impressions' when they meet somebody new and how through further interactions, they get to know somebody better. If possible, learners should look at images taken from a 'birds eye view' as well as some microscope images to help further reveal the idea that what you know about something is hugely affected by the 'angle' (perspective) from which you are viewing it.

Certificate Year 2 Upper Primary Focus

Course 6: Learning Areas and Subjects	Module 4: Subject 4	? hours
This module explores the final of four subjects in depth, enabling student teachers to specialise as an Upper Primary Teacher		
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 the Subject Be able to design learning activities for all of the Areas		

Term	Key Concepts	Range and Activities
	Each Subject has its own approaches. These are outlined in the Subject Overviews and Guidance for the Arts and PE	Work in pairs or a small group to study the subjects as set out in the Subject Overviews (and Guidance for the Arts or PE is appropriate). Prepare a presentation that identifies the key approaches associated with the chosen subject.
	Teachers need to take this into account when designing learning activities	Work in pairs or a small group to design some activities for the subject suitable for different year groups (P4-8), following the Guidance. Share these with other groups and critique. Where possible, work in pairs to teach the activity to a group or class and evaluate the impact.

Related Professional National Standards:

3.1 Teachers develop teaching and learning objectives and activities that are in line with national educational principles.

ITT Activity

Student teachers should plan and prepare an activity relating to a learning outcome chosen by their teacher to 'teach' others. The learning outcome should be taken from a P7 or P8 syllabus unit or textbook chapter in order to present a reasonably high level of challenge. As student teachers take part in the activity, they should reflect upon and evaluate what makes the activity successful and what presents a barrier to learning. They should use what they learn about this to inform the design of their own activities.

Certificate Year 2

Upper Primary Focus

Course 7: Inclusion

A focus on inclusion, special educational needs and gender equity

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

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:

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

ITT Activity

Building on what has been observed in the classroom and conversations with teachers, student teachers should work to devise some guidelines for a particular special educational need. This could be, for example, an emotional need due to a traumatic experience. Student teachers should conduct some research into what strategy best supports this particular need and then plan to implement some of what they have learnt when they are next on their Teaching Practice.

Classroom Activity

Learners should work in pairs to play a game where one child is given some directions to move in a particular direction. But the only words that they are allowed to use between them are yes and no. And they are not allowed to give visual clues either. They should use these words only to direct each other. They will soon learn to develop a 'code' to allow movement in a particular way. This game teaches learners to think creatively about communication and also appreciate some barriers that some learners face when following instructions.

A focus on inclusion, special educational needs and gender equity

Certificate: Year 2 Upper Primary Focus		
Course 7: Inclusion	Module 2: Alternative Educational Systems (AES) and 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 to 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 an CGS teacher and if possible, visit a CGS setting.

Related Professional National Standards:

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

ITT Activity

Student teachers should plan a visit to an ALP setting where they should plan to interview a teacher who teaches this programme. Their questions should attempt to understand key strategies for enabling learners to accelerate through the curriculum. Student teachers should consider challenges such as timetabling and resources. If possible, student teachers should conduct some research into other Accelerated Learning Programmes in other parts of Africa to see how they are organised.

Classroom Activity

Learners should conduct some 'speed tests' into completing a random selection of multiplication questions set by their teacher. They should record their score each day for a week to see if they can answer questions more quickly. The teacher should explain that learning these multiplication facts also 'speeds up' solving maths problems because recalling these number facts is quick and easy.

A focus on inclusion, special educational needs and gender equity

Certificate: Year 2 Upper 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 Upper 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 Upper 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 Upper Primary Curriculum.

Related Professional National Standards:

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

ITT Activity

Student teachers should look through some chapters of the Upper Primary textbooks and identify some opportunities to talk about the importance of gender equity. This might be because the textbook activity needs clarity in terms of gender equity or because it includes a thoughtful inquiry that would lead learners to reflect upon the importance of gender equity.

Classroom Activity

Learners should work in pairs to discuss the concept of assertiveness and other refusal skills as set out in the Life Skills syllabus. They should talk about situations where it has been difficult in the past to 'say no' or assert themselves. The teacher should guide this conversation so that learners feel that their views are respected and that issues such as this are sensitive. The teacher should explain that standing up to discrimination and inequitable practices takes courage and support.

A focus on inclusion, special educational needs and gender equity

Certificate: Year 2 Upper 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 • Be able to create an inclusive environment in the classroom

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 Upper Primary classes.
	Each feature needs a carefully designed approach	Work in pairs or as a group to plan an inclusive environment for an Upper Primary class.

Related Professional National Standards:

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

ITT Activity

Student teachers should work in small groups to consider what an enabling environment should look like in Upper Primary classes. They should list some practical steps that teachers can take to create an environment which encourages and inspires curiosity. This might include, for example, some inspiring quotes to help learners engage in a particular subject e.g: *'Not everything that can be counted counts, and not everything that counts can be counted.'* Albert Einstein. *'If your dreams do not scare you, they are not big enough.'* Ellen Johnson Sirleaf.

Classroom Activity

Learners should think about how they feel at the start of each school day. They should explain how their feelings influence how well they work, if they are able to. They should talk to each other about what would help to make the school day enjoyable and how that would help their learning. They might suggest, for example, a song, some quiet thinking time or a physical activity.

Certificate Year 2

Upper Primary Focus

Course 8: Assessment

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

Certificate: Year 2 Upper 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		
<i>By the end of the module, teachers will:</i>		
<ul style="list-style-type: none"> • Be able to apply the South Sudan "Assessment Guidance" and ECD Curriculum and Guidance booklets 		
Design and apply appropriate assessment methods for different outcomes in the Upper Primary		

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:

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

ITT Activity

Student teachers should look carefully at the guidance on pages 10 and 11 and relate this to the assessment methods on page 17. They should talk about different situations that they can think of where these assessment methods apply. In Physical Education, for example, how much does the teacher improve performance through conversations? In mathematics, how much does the teacher rely on looking at products? Student teachers should think about how in these situations, other opportunities for assessment can also be developed.

Classroom Activity

Learners should apply what their teacher tells them about assessment methods to their own work. What conversations can they have with a partner? What observations can they make of other pieces of work? How critically can they explore their own work?

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

Certificate: Year 2 Upper 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 Upper 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 Upper 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	Work in pairs or a small group to study the Sample Examination Papers for Primary 8. Relate these to the Examination Specifications and Blueprints, Note the expectations for each question (item) on the sample papers.

Related Professional National Standards:

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

ITT Activity

Student teachers should look at the assessment exemplars in detail in order to identify the extent to which products in particular are analysed. They should aim to contribute to this collection of examples by taking one learning outcome from a subject they are focusing on this year and preparing an annotated example of 'success'.

Classroom Activity

Learners should learn about the importance of asking questions in order to check for understanding. Learners should recognise that asking questions is not a sign of weakness but an indication of a willingness to carry on learning, aiming to reach higher levels of understanding. The classroom culture should be such that questions from learners are encouraged. The student teacher should practise 'How, Where, Why, When, What?' with learners regularly until quality questioning is embedded into classroom routines.

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

Certificate: Year 2 Upper 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:

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

ITT Activity

Student teachers should recognise the benefits of giving learners feedback. To do this, they should develop some useful phrases such as 'That's good because I can see...' or 'You have answered the question correctly. Can you now tell me about....?' or 'That's not quite right. Can you explain how you got your answer?'

Classroom Activity

'This is good, but it would be better if...'. Teachers should help learners to use this phrase themselves to find ways of improving their own work. Developing an attitude of seeking to make improvements is also extremely helpful in enabling learners to approach new projects positively.

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

Certificate: Year 2 Upper 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 on a regular basis.

ITT Activity

Student teachers should look at a collection of assessment records to describe end-of-unit achievements. They should, if possible, look at records for the same unit from 2 or 3 different schools. Student teachers should analyse these results in order to understand which aspects of this unit seems to be more difficult overall, which group of learners need extra attention in the next unit or in a similar unit next year etc. Student teachers should discuss how these end-of-unit assessment records are a better judge overall of progress towards learning outcomes.

Classroom Activity

Learners should create a class rewards bottle or jar to help motivate them to ask relevant questions during class discussions. A stone can be dropped into the rewards jar – learners can take it in turn to judge whether or not the class discussion is worthy of a reward!

**Certificate Year 2
Upper Primary
Course 9: The Role of the Teacher**

The role of the teacher in and out of school

Certificate: Year 2 Upper 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 Upper 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 apply the rules and policies of the Ministry of General Education and Instruction.

ITT Activity

Student teachers should consider the diagram in the National Professional Standards that represents 'The interconnections among the standards.' They should consider their teaching practice and discuss how their experiences could be represented also in this diagram. They should talk, for example, about how their knowledge of the subject matter is of benefit to their assessment and evaluation and how this combined knowledge and related skills allows them to develop the knowledge of the learners.

Classroom Activity

Student teachers should use this idea of using a diagram to show connections as a strategy for helping learners to present their knowledge and understanding of a particular topic. Learners could, for example, consider the relationships and roles of people in their community. How are these interconnected and what are they cumulatively working towards?

The role of the teacher in and out of school

Certificate: Year 2 Upper 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 Upper 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		
<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		

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:

6.3 Teachers are exemplary and service a model of good citizenship for their learning and the community.

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 the 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 Upper 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:

6.2 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 Upper 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 Upper 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 Upper 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 Upper Primary aged children. Design a learning activity that helps learners appreciate how to stay safe in one of these situations.

Related Professional National Standards:

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

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 Upper Primary Focus

Personal Studies

Certificate Year 2 Upper 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 Upper Primary situation</p>		

Term	Assignment
	<p>Student teachers 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>
	Expectations
	<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, student teachers 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.

Personal Studies

Certificate Year 2		
Upper Primary Focus		
Personal Studies	Module 2: Comparative Education	? hours
This module introduces student teachers 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, and relate these to South Sudan		

Term	Assignment
	Student teachers 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 Upper Primary. The presentation may be written or by electronic means such as PowerPoint.
	Expectations
	<ul style="list-style-type: none"> • Thorough research of the topic using more than one source • Coherent organisation of the material • Material related to the situation in South Sudan • Clear and cogent presentation

Related Professional National Standards:

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

ITT Activity

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.

Personal Studies

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

Term	Assignment
	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 Upper Primary. The presentation may be written or by electronic means such as PowerPoint.
	Expectations
	<ul style="list-style-type: none"> • Thorough research of the topic using more than one source • Coherent organisation of the material • Material related to the situation in South Sudan • Clear and cogent presentation

Related Professional National Standards:

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

ITT Activity

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 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.

Personal Studies

Certificate Year 2		
Upper 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		
<i>By the end of the module, teachers will:</i> <ul style="list-style-type: none"> • Have gained a deeper understanding of the subjects Be prepared to act as a subject leader in a school		

Term	Assignment. For each subject:
	Student teachers will choose two subjects from the South Sudan Curriculum. For each subject, they will work individually or in pairs to: <ul style="list-style-type: none"> • Familiarise themselves with the syllabuses and textbooks 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 • Study some key topics from Year 1 of the University subject course • Plan a series of learning and assessment activities for the subject in the Upper Primary curriculum

Related Professional National Standards:

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

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

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.