

Teacher Education Policy Validation Multi-stakeholder Workshop

Juba, Wednesday 8th March to Friday 10th March, 2023.



Workshop Purpose:

To review the draft policy in light of the policy brief, own and institutional experiences and expertise.

Expected workshop outcome:

Comments and suggested edits to 1st draft of policy collated and presented in a 'final' draft policy.





NATIONAL TEACHER EDUCATION POLICY, 2023-2030

Juba, South Sudan, March 2023

FOREWORD	15	8.2. Policy Reforms	56
PREFACE	16	8.3. Annual Needs Assessment	58
EXECUTIVE SUMMARY	17	8.4. School Strategic Plan	58
1. Introduction	17	8.5. Teacher Appraisal	58
2. Vision	17	8.6. School Inspection	59
3. Mission	17	8.7. Conclusion	60
4. Strategic Direction	17	9. NATIONAL PROFESSIONAL CODE OF CONDUCT FOR TEACHERS	61
5. Conclusion	19	9.1. Introduction	61
1. INTRODUCTION	20	9.2. National Professional Code of Conduct for Teachers	62
2. NATIONAL POLICY CONTEXT	21	9.3. Conclusion	63
1. Introduction	21	10. EQUALITY, DIVERSITY AND INCLUSION	63
2. The Legal Framework	21	10.1. Introduction	63
3. The National Development Framework	24	10.2. Equality and Diversity	63
4. National General Education Policy, 2017-2027	25	10.3. Inclusive Education	64
5. National General Education Challenges	26	10.4. Conclusion	65
6. National Commitments at the UN Transforming Education Summit, New York, USA, 2022	27	11. CCREDITATION, CERTIFICATION AND RECOGNITION OF QUALIFICATIONS	66
6. Conclusion	28	1. Introduction	66
3. VISION, MISSION AND STRATEGIC DIRECTION	29	2. Accreditation of Teacher Education Programmes	66
1. Introduction	29	2. Certification of Teacher Education Programmes	67
2. Vision	29	3. Recognition of Qualifications	68
3. Mission	29	4. Conclusion	68
4. Strategic Direction	29	5. ASSESSMENT OF TEACHER EDUCATION PROGRAMMES	69
5. Conclusion	31	1. Introduction	69
4. GOVERNANCE OF TEACHER EDUCATION	32	2. Assessment of Teacher Education Programmes	69
1. Introduction	32	3. Internal Verification	70
2. National Ministry of General Education	32	4. External Verification	71
3. State Ministries of General Education	33	5. Registration of Candidates	71
4. County Education Departments	34	6. Certification of Teacher Education Programmes	73
5. National Examinations Council	34	7. Conclusion	74
6. Teacher Training Institutions	36	10. INSPECTION OF TEACHER EDUCATION PROVISION	75
7. Development Partners	36	1. Introduction	75
8. Other Stakeholders	37	2. Inspection of Teacher Education Institutions	75
11. Conclusion	38	3. Self-evaluation of Teacher Education Institutions	76
5. PRE-SERVICE TEACHER TRAINING	40	4. Improvement Plans	77
1. Introduction	40	5. Conclusion	78
2. Policy Reforms	40	12. DIGITAL TRANSFORMATION AND LEARNING	79
3. National Professional Standards for Teachers in South Sudan, 2012	41	1. Introduction	79
4. South Sudan Curriculum Framework, 2013	41	2. Key Challenges	79
5. National School Inspection Framework, 2013	43	3. Digital Transformation and Learning	80
6. National Professional Code of Conduct for Teachers, 2017	44	3. Conclusion	81
7. Languages in Education	44	13. FINANCING TEACHER EDUCATION	82
8. Gender Equality and Gender Mainstreaming	45	1. Introduction	82
Section 7 (c) of the General Education Act, 2012, also places a special emphasis on gender equality:	45	2. Domestic Financing	82
9. Education for Sustainable Development	45	3. Donor Financing	83
11. Routes to Qualified Teacher Status (QTS)	46	4. Public Financial Management and Accountability	83
12. Delivery of Teacher Education Programmes	47	5. Conclusion	84
13. Conclusion	47	2. POLICY IMPLEMENTATION, MONITORING, RESEARCH AND EVALUATION	85
6. IN-SERVICE TEACHER TRAINING	48	1. Introduction	85
1. Introduction	48	2. Policy Implementation	85
2. Policy Reforms	48	3. Monitoring, Research and Evaluation	86
3. Priority Teacher Education Programmes	50	3.1. National Education Forum	86
4. Routes to Qualified Teacher Status (QTS)	51	3.2. State Education Forum/Administrative Area Education Forum	86
5. Delivery of Teacher Education Programmes	52	3.3. County Education Forum	86
7. TEACHER INDUCTION	53	4. Research	88
1. Introduction	53	5. Conclusion	88
2. Policy Reforms	53		
3. Conclusion	55		
8. CONTINUOUS PROFESSIONAL DEVELOPMENT	56		
8.1. Introduction	56		



	Session 1		Session 2		Session 3
Wednesday 8th March	Welcome. Introductions. Policy development process. Situation Analysis. Policy Brief.		Policy overview. <i>Chapter 2:</i> National Policy Context. <i>Chapter 3:</i> Vision, Mission and strategic direction.		<i>Chapter 5 and 6:</i> Pre-service and In- service Teacher Training.



<p>Thursday 9th March</p>	<p><i>Chapter 7:</i> Teacher Induction.</p> <p><i>Chapter 11:</i> Accreditation & Certification of Qualifications</p>	<p>Break</p> <p><i>Chapter 10:</i> Equality, Diversity and Inclusion.</p> <p><i>Chapter 9:</i> National Professional Code of Conduct for Teachers.</p> <p><i>Chapter 8:</i> Continuous Professional Development.</p> <p><i>Chapter 14:</i> Digital Transformation and Learning</p>	<p>Lunch</p> <p><i>Chapter 12:</i> Assessment of Teacher Education Programmes.</p> <p><i>Chapter 13:</i> Inspection of Teacher Education Provision.</p>
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**Friday 10th
March**

Chapter 4:
Governance of Teacher
Education
Chapter 16:
Policy Implementation,
monitoring, research and
evaluation.

Chapter 15:
Financing Teacher
Education

Summary of main
changes.
3pm Closing Ceremony



Teamwork



Introductions

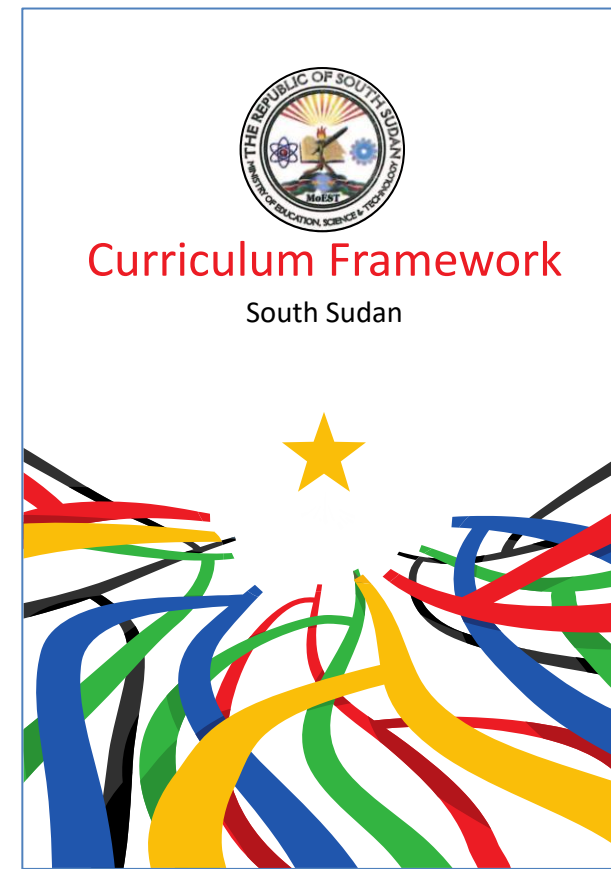
- Name
- Organisation or Directorate and location
- Role







A new country



A new curriculum



Values and Principles

Subjects

The South Sudan Curriculum
developing:

Good citizens
of South
Sudan

Successful
lifelong
learners

Creative and
productive
individuals

Environmentally
responsible
members of
society

Critical and
creative thinking

Communication

Co-operation

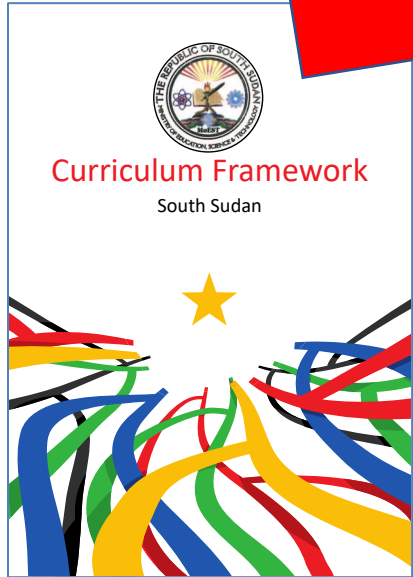
Culture &
Identity

Student Competencies

South Sudanese culture and heritage

The South Sudanese Curriculum

School Inspection



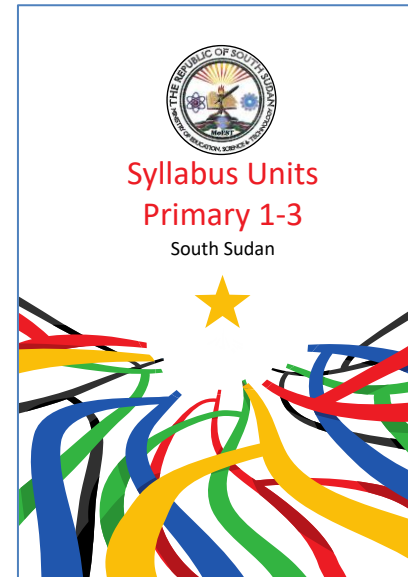
A Curriculum
Framework



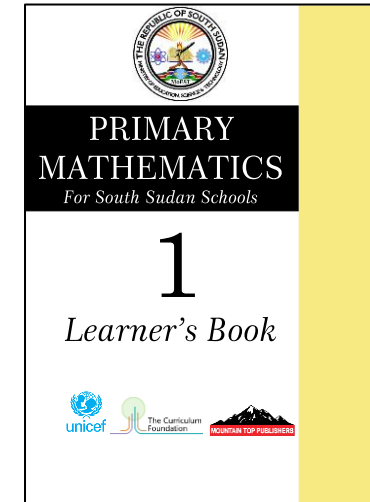
Subject
Overviews

AES Syllabus

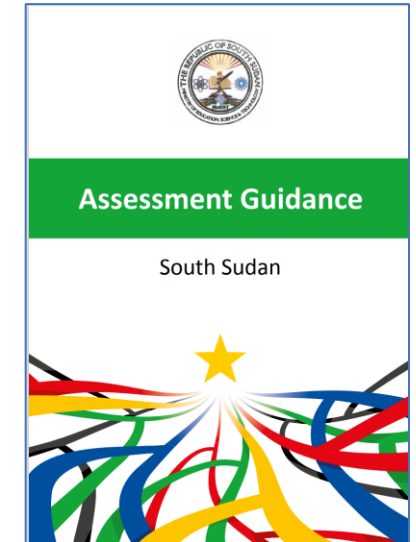
TVET and
Commercial
Schools



Sets of Syllabus
Units

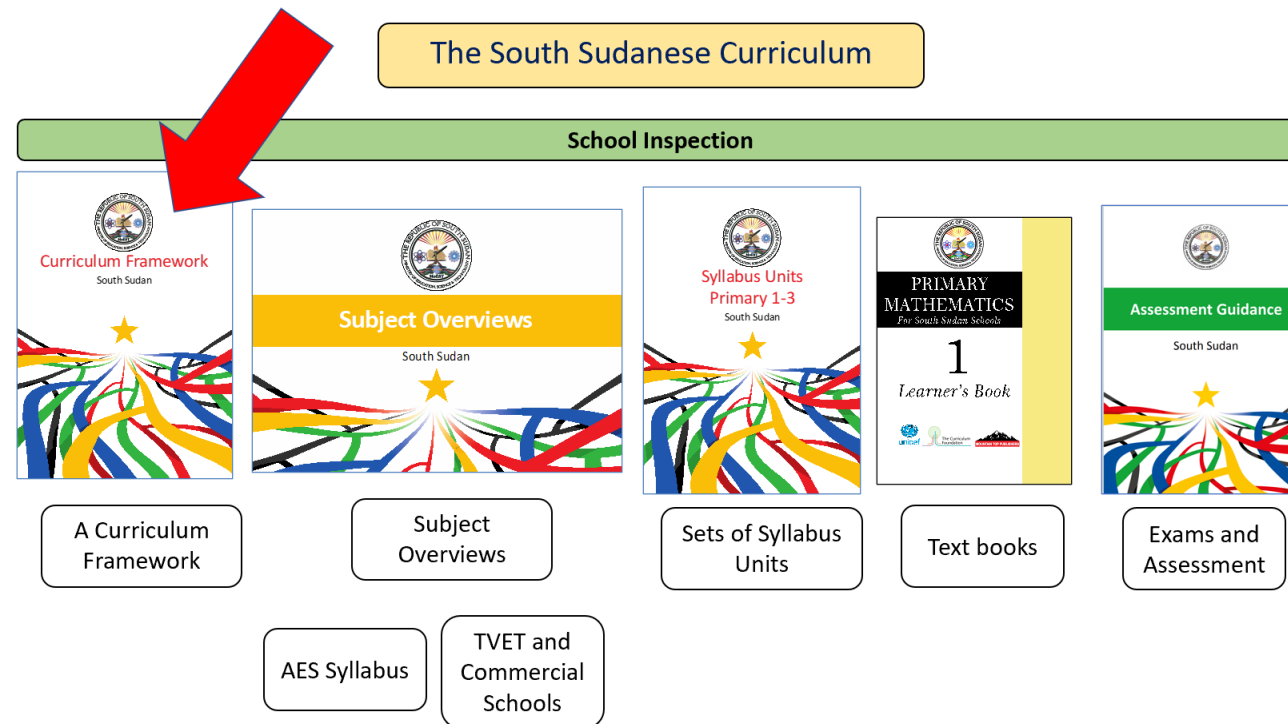


Text books



Exams and
Assessment

What support and training do teachers need to be able to deliver the curriculum effectively?





Teaching and Learning

Standard 1: Knowledge of the learners and how they learn

Teachers should have a knowledge of the learners they teach: their growth and development and learning processes . they should use this knowledge in planning lessons and facilitating their learning processes.

Description

Teachers must demonstrate a good understanding of learning processes, theories and principles and their application in the classroom. This enables them to design appropriate teaching and learning activities that are learner-centred. Teachers must connect their teaching to the learners’ prior knowledge, needs and interests.

Application

- 1.1 Teachers must be knowledgeable of the development needs of the learner including physical, psychological, socio-economic and intellectual development
- 1.2 Teachers use knowledge of learning processes, theories and principles to plan and deliver lessons
- 1.3 Teachers demonstrate knowledge that learners have different learning capacities and use different learning methods to meet the diverse needs of learners in the classroom
- 1.4 Teachers demonstrate respect for learners’ diverse cultures, religion, languages and experiences
- 1.5 Teachers know that all learners can achieve their full potential and guide plans of instruction towards this goal
- 1.6 Teachers treat learners with dignity; build good relationships and support their academic achievement.

Standards 2: Knowledge of being taught

Teachers have mastery of the subject teaching responsibility.

Description

Effective teachers have a deep understanding of the subject matter and have confidence in communicating to all learners. Teachers make content of the subject meaningful, relevant and applicable to the lives of learners.

Application

- 2.1 Teachers know the content they teach and have the knowledge of subject specific concepts and skills to plan teaching and learning activities
- 2.2 Teachers understand and use a variety of teaching strategies to effectively teach the content and skills of the discipline
- 2.3 Teachers have a good understanding of the curriculum goals, priorities and subject standards
- 2.4 Teachers demonstrate good knowledge about the relationships among subjects
- 2.5 Teacher connect subject content to relevant learners’ experiences (and career opportunities).

Standard 3: Teaching Methods

Teachers plan and deliver effective teaching that engages and advances the learning of the individual learner and the community. They apply appropriate teaching methods to different groups of learners.

Description

Teachers have high expectations for all learners, therefore, use a variety of teaching strategies that actively engage them and promote a love of learning. Teachers reflect on their teaching and learners’ outcomes to make appropriate decisions which result in increased academic achievement. Teachers correctly design a logical scope and sequence for learning.

Application

- 3.1 Teachers develop teaching objectives and activities that are in line with the curriculum
- 3.2 Teachers create a learning environment that develops learners as independent learners and encourages their teaching to respect the individual learner
- 3.3 Teachers use relevant learning materials effectively and creatively to enhance learning
- 3.4 Teachers use appropriate teaching methods relevant to the everyday lives of learners and the materials

Standard 4: Assessment Methods

Teachers understand and evaluate learners and their learning

Description

Teachers understand the learning process and use multiple assessment methods to evaluate their learners, to evaluate their instruction. They use assessment to monitor learning and determine the effectiveness of their teaching. They keep accurate records of learners’ progress and report assessment results to learners, parents and other educational stakeholders.

Application

- 4.1 Teachers are able to design valid and reliable assessment instruments
- 4.2 Teachers use different assessment methods, and use the data generated from the assessment to improve teaching and learning.
- 4.3 Teachers apply (formal and) informal assessment in their lessons to gauge learners’ progress on a regular basis.
- 4.4 Teachers keep accurate records and analyse the data to make decisions on learners’ progress, to plan, to differentiate and to modify instruction accordingly.
- 4.5 Teachers collaborate and communicate assessment results to learners, parents, their peers and school officials, school supervisors and inspectors.

Standard 5: Learning Environment

Teachers use the existing conditions to create child-friendly learning environments

Teaching as a Profession

Standard 6: Professional Responsibility and Growth

Teachers assume responsibility for their own professional growth as individuals and as members of a learning community.

Description

Teachers are professionals who must understand that they are in a unique and powerful position to influence the future of their learners and the communities. Teachers are continuously engaged in their own professional development and contribute to the teaching profession. Teachers serve their school and surrounding communities in various leadership roles. They ensure the transmission of cultural heritage, values, customs and tradition of their immediate community and of South Sudan as a whole. Teachers foster ongoing collaboration with their peers and serve as change agents in the learning communities.

Application

- 6.1 Teachers are continuously engaged in their own professional development at various levels.
- 6.2 Teachers contribute to ongoing collaboration with their peers and to the teaching profession.
- 6.3 Teachers are exemplary and service a model of good citizenship for their learners and the community.
- 6.4 Teachers seek knowledge about and contribute to the heritage, values, customs and traditions of South Sudanese society
- 6.5 Teachers are aware of the importance of psychological issues such as child abuse, forced labour at home, rights of learners, and take account of these in teaching
- 6.6 Teachers have a basic knowledge of the educational goals, as contributing factors to quality education in the context of national policies in South Sudan

Standard 7: Teachers’ Code of Conduct and Professional Ethics

Teachers are aware of the South Sudan Professional Code of Conduct and exhibit high standards of personal integrity and professional ethics.

Description

Teachers shall all carry out responsibilities with a high degree of professionalism that promotes a high standard of learning; thus contributing towards achievement of the strategic goal of building an educated an informed nation. They must observe the standards of behaviour and conduct as established in the Ministry’s Teachers’ Code of Conduct. As role models in society, teachers must practice the highest standards of integrity, fairness and honesty.

Application

- 7.1 Teachers apply the rules and policies of the Ministry of General Education and Instruction.
- 7.2 Teachers have regard for the need to safeguard for the policies and practices of the school in which they teach
- 7.3 Teachers have proper and professional regard for policies and practices of the school in which they teach
- 7.4 Teachers promote and maintain effective relationships with parents, members of the school community, as well as persons and bodies outside the school that may have a stake or interest in the school
- 7.5 Teachers practice the highest standards of integrity, honesty, fairness and maintain high standards in their own attendance and punctuality
- 7.6 Teachers plan and execute duties with diligence, commitment, dedication, fairness and at all times observe proper boundaries appropriate to a teacher’s professional position.

Pre-Service Certificate Programme Outline

Pre-Primary and Primary Syllabus

Pre-Service Certificate Programme Year 1									
Pre-Primary/Lower-Primary and Upper Primary									
Professional Studies Courses									
1. How children learn	2. Teaching and learning	3. Classroom management	4. Language development	5. Curriculum expectations	7. Learning Areas and Subjects	8. Inclusion	9. Assessment	10. Role of the teacher	Personal Studies course

Pre-Service Certificate Programme Year 2									
Pre-Primary/Lower-Primary									
Professional Studies Courses									Personal Studies course
1. How children learn	2. Teaching and learning	3. Classroom management	4. Language development	5. Curriculum expectations	6. Learning Areas and Subjects	7. Inclusion	8. Assessment	9. Role of the teacher	

Pre-Service Certificate Programme Year 2									
Upper Primary									
Professional Studies Courses									Personal Studies course
1. How children learn	2. Teaching and learning	3. Classroom management	4. Language development	5. Curriculum expectations	6. Subjects	7. Inclusion	8. Assessment	9. Role of the teacher	

Pre-Service Diploma

Pre-primary and Primary Certificate

Pre-Service Training Diploma Programme

Professional Studies

Personal Studies

Learning theory and psychology

Teaching strategies

Language development

Inclusion

Assessment

Leadership and management

Comparative education

Curriculum design

Elective studies

Psychology and sociology of learning – with a focus on young children

The art and science of teaching (pedagogy)

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

A focus on inclusion, special educational needs and gender equity

How do we find out if children of achieved the learning outcomes?

How schools are run and managed

How do other countries organize education?

How learning programmes courses and syllabuses are constructed

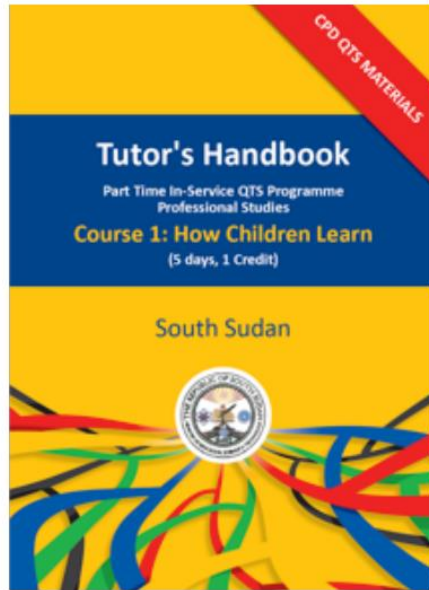
A chance to specialize in one area

Units to promote personal development & own education



In-service route to QTS based on pre-service syllabus

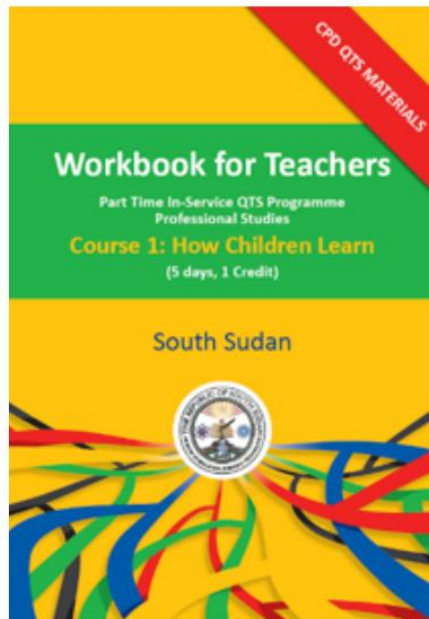
1. How children learn	2. Curriculum expectations	3. Teaching and learning	4. Language development	5. Learning Areas and Subjects (1)	6. Learning Areas and Subjects (2)	7. Assessment	8. Inclusion
5 days	5 days	5 days	5 days	5 days	5 days	5 days	5 days
1 Credit	1 Credit	1 Credit	1 Credit	1 Credit	1 Credit	1 Credit	1 Credit
Theory of learning – with a focus on young children – in the context of the curriculum	What are the key features of the SS School and ECD curriculum?	The art and science of teaching (pedagogy)	How do young children learn to speak, listen, read, and write?	The background and key approaches to the language subjects and Learning Areas	The background and key approaches to the other primary subjects	How do we find out if learners have achieved the learning outcomes?	A focus on inclusion, special educational needs, and gender equity
a) Course introduction 1. Curriculum Framework and syllabuses 2. Learning theories 3. Knowledge, Skills and Understanding 4. Higher-Order Thinking Skills	1. The four Competencies 2. Syllabus format 3. Cross-cutting Issues and school programmes 4. Textbooks 5. First-hand experiences and active learning	1. The 3 principles of planning 2. Creating learning opportunities in an enabling environment 3. Encouraging creativity & independence 4. Questioning 5. A repertoire of strategies	1. Theory background & the importance of talk 2. Learning in a national language & the transition to English 3. Pre-reading & Pre-writing 4. Developing reading 5. Developing writing	1. ECD Areas 2. English P1-3 3. English P4-5 4. National Language 5. Religious Education	1. Maths 2. Science 3. Social Studies 4. Arts 5. PE	1. Principles of assessment 2. Assessment methods (including examinations) 3. Using assessment to improve learning 4. Keeping and analysing assessment records	1. Special educational needs and disabilities (SEND) 2. Gender equity 3. Creating inclusive environments 4. AES programmes



There is one Tutor's Handbook for each of the eight courses.

Each Course lasts 5 days with 5 modules.

Each Handbook contains background information, a PowerPoint script and spaces for notes.

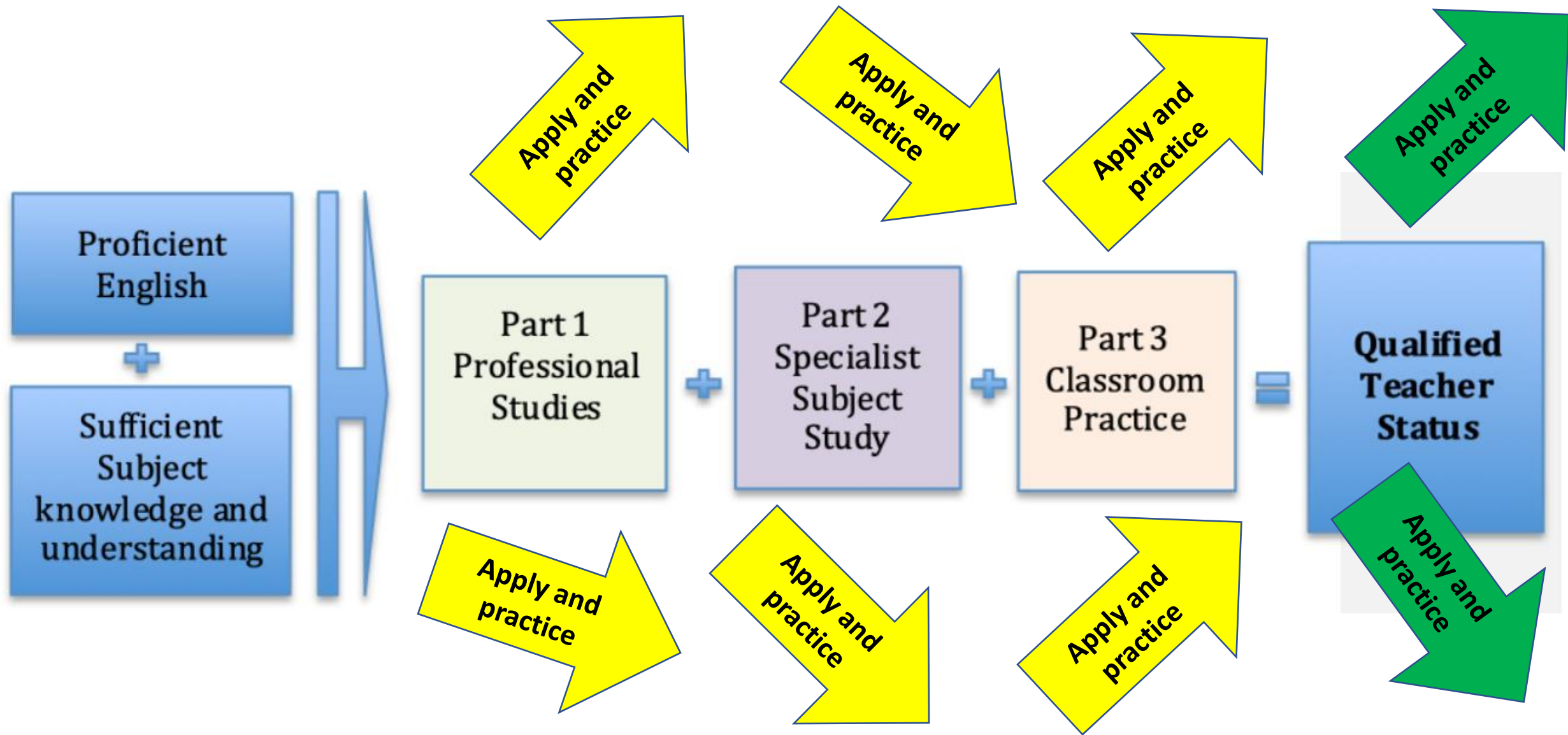


There is one Workbook for Teachers for each of the eight courses.

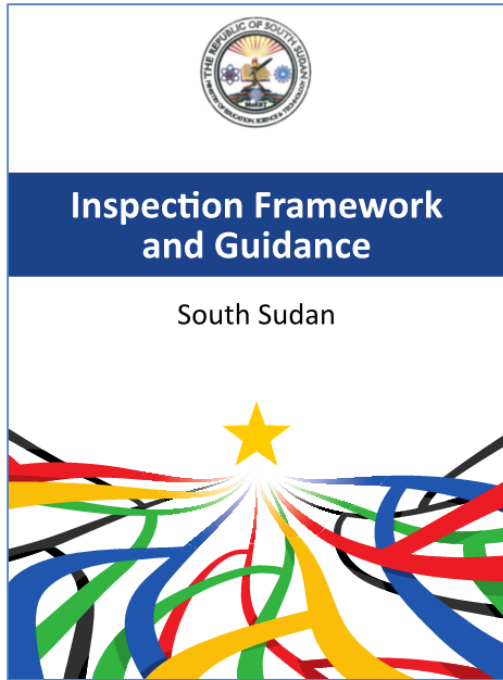
Each workbook matches the Tutor's Handbook.

Each Workbook contains background information, spaces for activities & blank pages for notes.





Monitoring and support



A new
Inspection
Framework

1. Curriculum

2. Attainment and
Progress

**3. Teaching and
Learning**

7. Facilities

4. Care & Conduct
of Learners

5. Community
Relationships

6. Leadership and
Management

The 7 Areas of Focus





Assessment Guidance

South Sudan



Assessment Exemplification

South Sudan



Primary 8 Leaving Certificate 2021 Information and Sample Questions

South Sudan

Question 1



Ezekiel 34:18

"Is it not enough for you to feed on the good pasture, that you must tread down with your feet the rest of your pasture; and to drink of clear water, that you must muddy the rest of the water with your feet?"

Which of the above pictures BEST illustrates the message of the passage from Ezekiel?

Solution: B. Ezekiel tells us not to pollute the environment.

Explanation of Question

Category 1	Understanding Concepts
Type of question	Multiply choice response
Concept	Ezekiel's message
Curriculum requirement	Understanding the implications of biblical teachings.
DoK level	1



Situation Analysis

**Literature
Review**

**Interviews
with
teachers**

**Interviews
with
NGOs**

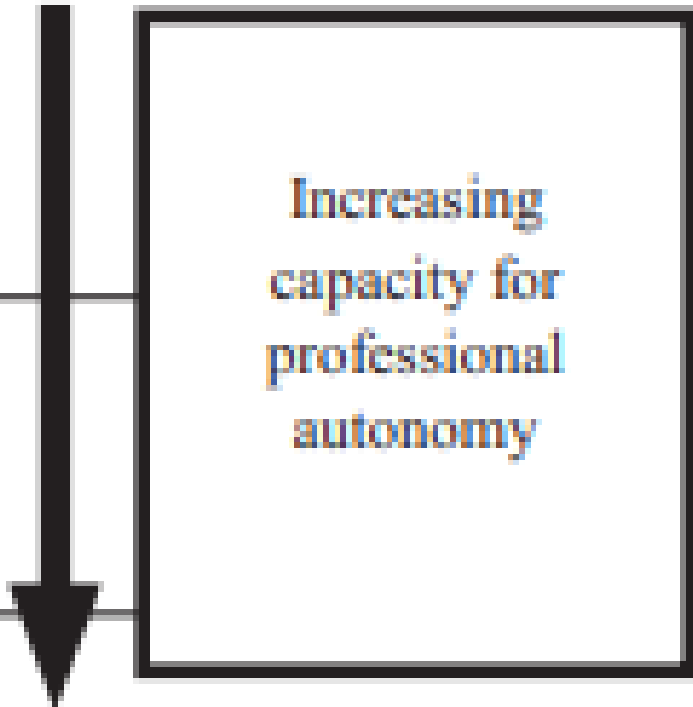
**Interviews
with MoE**

**Document
analysis**



Kennedy (2005) CPD Conceptual framework

Model of CPD	Purpose of Model
The training model	Transmission
The award-bearing model	
The deficit model	
The cascade model	
The standards-based model	Transitional
The coaching/mentoring model	
The community of practice model	
The action research model	Transformative
The transformative model	

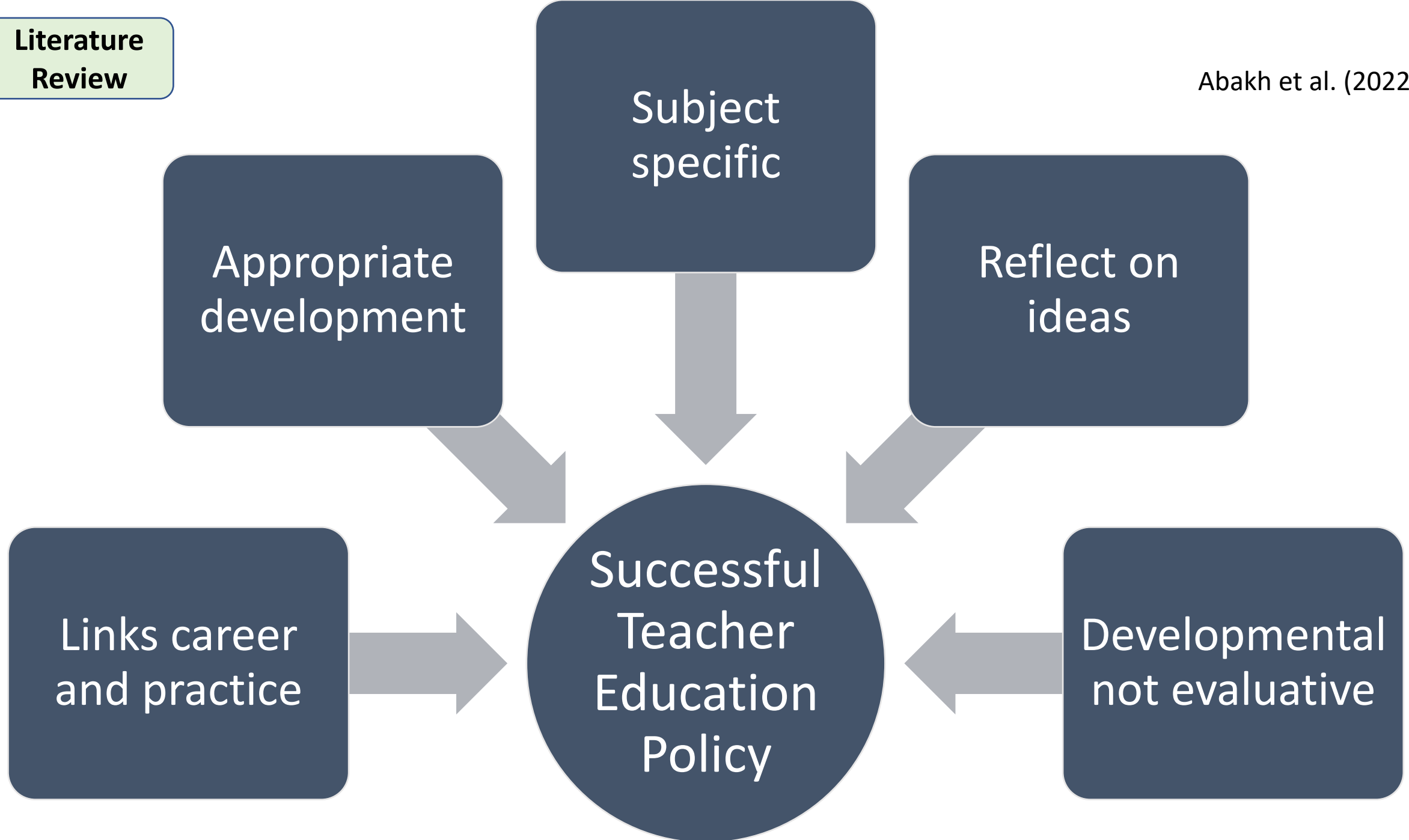


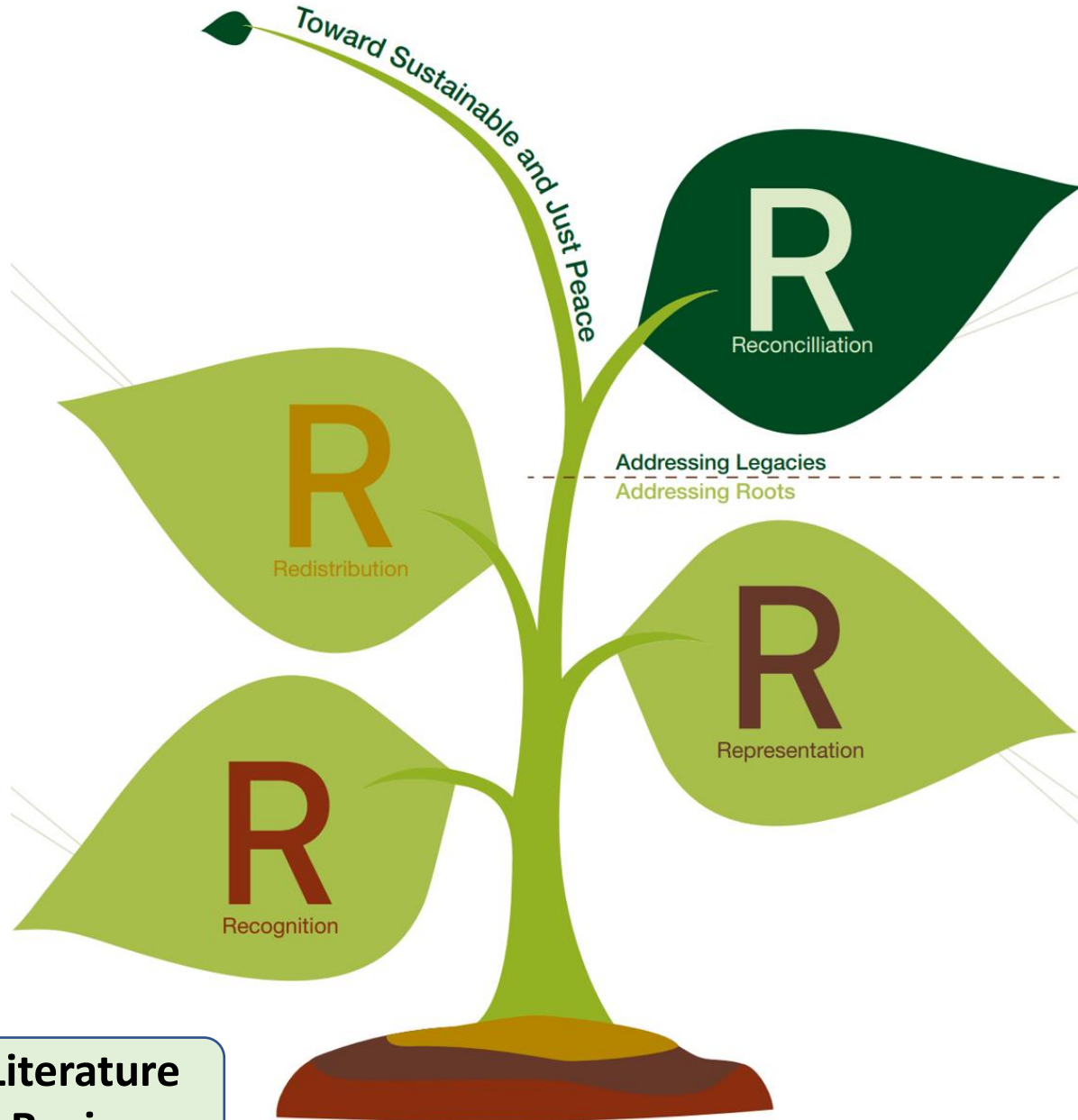
Increasing capacity for professional autonomy

Tulu (2019) Case study: Ethiopian context

CPD failed because:

- **Lack of support** from schools
- **Lack of time** to implement CPD activity
- **Lack of trained** CPD Mentors and facilitators
- **Lack of teacher motivation** and commitment
- **Lack of budget and resources** for implementation of CPD





Redistribution
addressing inequalities

Recognition
respecting difference

Representation
ensuring participation

Reconciliation
dealing with the legacies of the
conflict

1. CPD should be linked to **career progression**.
2. CPD should be focused particularly on **newer teachers** (within the first five years of their career) and, wherever possible, build on the themes set out in the content of the Pre-Service, Initial Teacher Training syllabus.
3. CPD should develop teacher skills and knowledge of **pedagogical theories** and challenges but wherever possible this should be within the **context of specific subjects** in the school curriculum.
4. CPD should be undertaken in the context of a framework of reflection and **ongoing support**, provided either by properly trained mentors either within the school or with close connections to the school.
5. CPD should not be designed or delivered as one-off event. It must be designed as **part of a process** of ongoing implementation and reflection with dialogue between the participant and their colleagues and mentors.
6. CPD should be a **co-ordinated effort** between stakeholders to limit repetition and build on successes. A systematic account of CPD programmes across the country should be developed to strengthen partnerships that and systems that continually seek to refine CPD.
7. Training for teachers should include **dedicated, systematic approaches to monitoring and evaluation**, ensuring that CPD is continually assessed so that it has the desired impact on learning.
8. Opportunities should be created to **engage teachers in the design of CPD** as well as the global debates about what CPD means and how it can be leveraged to support teachers professionally.

Interviews with teachers

What do you
NOT enjoy
about teaching?

Low pay / delays in salaries

Large classes

Lack of times to do other things

Children not committed

Not feeling supported by country



What do you enjoy and about teaching and why?

Gaining knowledge

‘when teaching you are not just teaching one person - ‘dividing your mind into the nation’

Prestige / social standing

Pupils are friendly > teacher feels good

Listening to students

‘develop my community’

Make children feel successful

Giving a good education / see students progressing well

To help improve the nation

To have knowledge – live well in community and society

**Interviews
with
teachers**

- 1) **The Status of teachers**, including qualification, retention and recruitment, salary and motivation.
- 2) **Models of support for teachers from NGOs**, including content, structures and certification.
- 3) **Monitoring and evaluation of CPD**, including follow-up activities, needs analyses and reporting.
- 4) **The role of the Head Teacher** including school-based and external support.
- 5) **National structures and strategies for Teacher Education** including alignment, coherence, capacity and monitoring.
- 6) **Impact of covid-19 on CPD** including the effects on the workforce and communities.

Interviews
with NGOs

The Education Act 2012 describes goals which rely heavily on an effective teaching workforce:

The education system in the Republic of South Sudan shall be directed towards meeting the following goals:

- a) Eradicate illiteracy, improve employability of young people and adults and promote lifelong learning for all citizens;
- b) Provide equitable access to learning opportunities for all citizens to redress the past inequalities in education provision;
- c) Achieve equity and promote gender equality and the advancement of the status of women;
- d) Contribute to the personal development of each learner and to the moral, social, cultural, political and economic development of the nation;
- e) Promote national unity and cohesion;
- f) Enhance the quality of education and encourage a culture of innovation and continuous school improvement and effectiveness; and
- g) Develop and promote a general scientific approach in education. General Education Act, 2012

**Document
analysis**



Policy Brief

Who are we referring to?

What is at stake? What are the challenges?

Why a focus on Teacher Education?

What we are trying to achieve?

Situation Analysis

Quality Framework



Priority Areas to enhance and sustain the education workforce:

1. More qualified teachers
2. More female teachers
3. Strengthen systems for teacher training (NTTIs, faculty of education, CECs)
4. Tiered pre-service training aligned to the new curriculum: certificate, diploma, degree.
5. Inclusive, needs-based CPD and responsive In-Service Training
6. Co-ordinated efforts to strengthen the workforce
7. School leadership
8. A clear career structure for teachers - qualification/accreditation and awards for specialisms



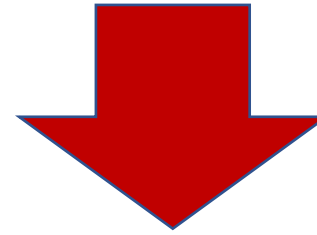
A Quality Framework for Teacher Education should be underpinned by **values** of:

- Inclusion and equity
- Compassion and Social Justice
- Collaboration and co-operation
- Respect and integrity
- Peace and tolerance



Design principles for Teacher Education:

- Support the **well-being** of teachers
- Acknowledge the **multi-faceted circumstances** that teachers find themselves within
- Be **evidence informed** – literature and documents, inspection, field-work.
- Be rigorous with respect to **monitoring, evaluation and review cycles**
- Provide **follow-up and on-going support** for teachers
- Be **frequent and regular** rather than ‘one-off’ in nature
- Commit to developing **communities of practice**
- Be **aligned to the new curriculum** – including **competency-based pedagogies**
- Be **based on the syllabi for the Pre-Service National Certificate, Diploma and Degree courses.**
- Be based on **professional standards for teachers**
- Be **anti-corruption**
- Promote **language development**



	Session 1	Session 2	Session 3
Wednesday 8th March	Welcome. Introductions. Policy development process. Situation Analysis. Policy Brief.	Policy overview. <i>Chapter 2:</i> National Policy Context. <i>Chapter 3:</i> Vision, Mission and strategic direction.	<i>Chapter 5 and 6:</i> Pre-service and In- service Teacher Training.





As the government prepares to develop a new Policy for Teacher Education in South Sudan, we have been pleased to support the process with a number of projects, research inquiries and training programmes. The documents on this webpage represent some of the significant documents relevant to the policy development process.

www.curriculumfoundation.org

News and Events

[CPD Course Summary](#)

[Pre Service Syllabus Summary](#)

[Professional Standards for Teacher South Sudan](#)

[Effective Course Delivery](#)

[SS New ITT Primary and Pre-Primary Syllabus and Guidance](#)

[CPD Implementation Guidance Booklet](#)

[Executive Summary of Thematic Literature Review CPD South Sudan](#)

[Report Summary Interviews with NGO Education Leaders Teacher Ed Policy](#)

[AA Literature review teacher policy workshop 31_1_23](#)

[Valuing Teacher Voice SS Interviews and Analysis December 2022](#)

[NATIONAL TEACHER EDUCATION POLICY Presentation DDHY](#)

POLICY BRIEF February 2023

[National Teacher Education Policy Brief 1st draft February 13th 2023 \(2\)](#)

