



Republic of Malawi

Syllabus for

Initial Primary Teacher Education

Religious studies

Ministry of Education, Science and Technology

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Prepared and published by

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Foreword

Education is the lifeblood of the nation. It is a prerequisite for individual, community and national development. Education prepares learners to play their roles effectively in efforts to promote and sustain a country's socio-economic development.

Parents and guardians desire that their children develop into adults with sound minds and healthy bodies, through the acquisition of appropriate knowledge, skills and desirable attitudes to enable them to live productive and happy lives. Education should, therefore, help learners develop high standards of conduct, skills, attitudes, judgment and a sense of responsibility.

The function of teacher education in Malawi is to prepare student teachers and those already in the teaching service to help learners fulfil their potentials and the expectations of the society. This can be achieved by helping the learners acquire the right knowledge, skills and attitudes to enable them to function as responsible citizens. In line with this goal, the current primary curriculum has been reviewed to ensure that it focuses on the development of the child as a whole.

One of the shortfalls of the previous primary school curriculum was overloading within subjects and across the curriculum. The revised primary curriculum addresses the issue of overloading by introducing learning areas. In order to align the teacher education curriculum with the revised primary curriculum, the Ministry of Education through Malawi Institute of Education revised the primary teacher education curriculum.

New modules for delivering the new IPTE curriculum were developed by subject panels. We are grateful to all the professionals who took part in the curriculum review process. It is the Ministry's expectation that both teacher trainers and student teachers will take the training seriously in order to achieve the country's national goals.

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Introduction

The purpose of primary teacher education is to produce and continually develop competent and responsive teachers. Such teachers effectively deliver quality education to all learners under prevailing conditions and demands in primary schools and promote their desire for life-long learning. IPTE endeavours to educate teachers in sufficient numbers, continually develop their professionalism so that they are able to effectively and efficiently deliver quality and relevant education to primary school learners. In summary, the syllabus is designed to produce a reflective, an autonomous, life-long learning teacher who is able to display more values and embrace learners' diversity.

National goals for primary teacher education

The national goals of primary teacher education in Malawi are to produce teachers who are:

- academically well-grounded and professionally competent
- flexible and capable of adapting to the changing needs and environment of the Malawian society
- capable of adhering to and maintaining the ethics of the teaching profession
imaginative in adapting, creating and utilising locally available resources suitable for the needs of their learners

Teacher education philosophy

The following has been the guiding principle during the design and development of the IPTE curriculum.

To produce a reflective, autonomous, lifelong learning teacher, able to display moral values and embrace learners' diversity.

The philosophy is expected to be pursued during the implementation of the curriculum and when supporting teachers after their qualification.

IPTE programme structure

The duration of the teacher education is two years. The general outlook of the two years is as follows:

Year 1			Year 2		
Term 1	Term 2	Term 3	Term 1	Term 2	Term 3
In college, learning subject matter with a special focus on methods for lower classes	In college learning subject content with special focus on methods for upper classes	Out in teaching practice schools, practising teaching mainly in the lower classes	Out in teaching practise schools practising teaching mainly in the upper classes	In college. with special emphasis on reflection, inclusion and further practice on teaching methods	In college, with special emphasis on subject content, policies and frameworks

Unique features

The features of the revised curriculum are as follows:

- The curriculum design is based on reflective and practice principles.
- Early grade teaching methodologies are distinct.
- The delivery of the subject matter (courses) follow the modular approach.
- Student teachers will be allowed to practice teaching in both lower and upper classes. They will be given the opportunity to practice teaching in lower classes in one term and in the upper classes in the other term
- Contemporary issues such as early grade learning, ICT, inclusive education and critical thinking are integrated.

IPTE subject matrix

The new curriculum has adopted the reflective practitioner model of teacher education which connects reality and theory and integrates content and pedagogy in teaching and learning. In this structure student teachers will be in college for term 1 and 2 of year 1 and out in primary school for teaching practice in term 3 of year 1 and term 1 of year 2. They will be back in college in terms 2 and 3 of year 2 to wind up their studies.

This curriculum has adopted a modular design and contains eleven subjects. These are Chichewa, English, mathematics, education foundation studies, agriculture, social studies, life skills, science and technology, expressive arts, religious studies and human ecology. In this modular design, a set of topics with related content forms a module in a subject. A module consists of 40 contact hours.

Although the programme is modular, four subjects: Chichewa, English, mathematics and education foundation studies will be offered throughout the two years while the remaining subjects will be spread across the two years.

IPTE outcomes based curriculum

This outcomes-based curriculum is focused on student teachers' achievements. These achievements are teaching competences.

The teaching competences student teachers develop from the IPTE programme will be seen when student teachers are able to transfer the knowledge and skills directly in primary schools.

Subject and core elements

The IPTE curriculum comprises of eleven subjects namely Agriculture, Science and Technology, Mathematics, Expressive arts, Chichewa, English, Education Foundation studies, Social studies, Life skills, Religious studies and Human ecology. Each subject has a rationale from which core elements are derived.

Teacher education core element outcomes

Teacher education core element outcomes are descriptions of the competences to be acquired by the student teacher for successful teaching.

IPTE assessment procedures

In Outcomes-Based Education (OBE), assessment is a significant part of the teaching and learning process. The main purpose of assessment is to facilitate learning by constant monitoring of the progress of individual student teachers. The process is on-going and it uses clearly defined criteria with a variety of tools, methods and techniques in different situations and contexts. This helps to gather valid and reliable information on the student teachers' achievement of outcomes.

Assessment in initial primary teacher education in Malawi comprises two major components: continuous and summative assessment. Both modes involve assessment tasks that measure the student teachers' achievement of knowledge, skills, values and attitudes. These tasks include oral presentations, practical and reflective tasks, reports, researches, tests and examinations.

In the reviewed curriculum, the weighting of continuous assessment in the final grade will be *60% continuous assessment* and *40% summative assessment*.

The continuous assessment will comprise:

- two grades based on each module
- end of module examinations for terms 1 and 3 of year 1
- teaching practice grades
- school experience journal grade

While the summative assessment will comprise:

- moderated grade from teaching practice in term 1 of year 2
- national examinations to be administered in term 3 of year 2 based on the modules of terms 2 and 3 of year 2.

Rationale for religious studies

Religious studies has two parts; Bible knowledge and Religious education. It promotes understanding of God. Religious studies enables student teachers to understand the role played by the spiritual dimension of a religious life. The teaching of this subject is essential for the physical, mental, social, cultural, economic and moral development of a child. The subject also addresses issues that are critical to the development of Malawi such as HIV and AIDS, poverty, conflict, human rights, corruption, gender and violence.

Core elements and their outcomes for religious education

Religious education has four (4) core elements and their outcomes as follows

The role of religion in human development

The student teachers will be able to understand different methodologies for teaching the role of religion in human development.

Experiencing and responding to God

The student teacher will be able to demonstrate an understanding of different techniques for teaching what people think about God, creation and their responses to God's call.

Moral values, beliefs and practices

The student teacher will be able to show ability to use different methods for teaching human virtues, religious symbols, religious artefacts, religious festivals, religious celebrations and the value of life.

Religious approaches to cross cutting issues

The student teacher will be able to understand the application of various ways for teaching religious approaches to human rights and democracy, gender, politics, vulnerable people, HIV and AIDS, drug and substance abuse and environmental degradation.

Core elements and their outcomes for Bible knowledge

Bible knowledge has three (3) core elements and their outcomes as follows:

God the father

The student teacher will be able to demonstrate an understanding of different approaches to teaching of God's creation and His leadership through prophets, judges and kings.

Life of Jesus

The student teacher will be able to show an understanding of various techniques for teaching of life, work, death and resurrection of Jesus and christian principles as a guide for life.

Christian approaches to cross cutting issues

The student teacher will be able to demonstrate an understanding of different strategies for teaching of christian approaches to human rights and democracy, gender, politics, HIV and AIDS, environment, drug and substance abuse and vulnerable people.

Scope and sequence chart for religious education

Core element	Term 1	Term 2	Term 6
The role of religion in human development		<ul style="list-style-type: none"> • rationale for teaching religious studies (2) • teaching features of religion (3) • teaching religion, culture and environment (3) • application of moral development in the teaching of religious studies (2) 	
Experiencing and responding to God		<ul style="list-style-type: none"> • teaching the awareness of God (4) • teaching obedience to God (3) • teaching roles of religious leaders (2) 	<ul style="list-style-type: none"> • application of religious thinking and feelings in a child in the teaching of religious studies (3)
Moral values, beliefs and practices		<ul style="list-style-type: none"> • teaching of moral values (2) <ul style="list-style-type: none"> - ethical teachings in different religions - morality - value of life - virtues - vices • teaching of religious festivals and celebrations (3) 	<ul style="list-style-type: none"> • teaching of religious symbols and artefacts (3)
Religious approaches to cross cutting issues		<ul style="list-style-type: none"> • teaching of cross cutting issues in different religions: HIV and AIDS, poverty, drug and substance abuse, violence, human rights violation, environmental degradation, gender violation, vulnerable people and sexuality (1) • teaching of religious responses to cross cutting issues (1) 	

Scope and sequence chart for Bible knowledge

Core element	Term 1	Term 2	Term 6
God the father		<ul style="list-style-type: none"> teaching the call of the Patriarchs (3) <ul style="list-style-type: none"> -The call of Noah -The call of Abraham -The call of Moses teaching the Exodus (3) the teaching of the Judges, Kings and Prophets of Israel (4) 	
Life of Jesus		<ul style="list-style-type: none"> teaching the birth and childhood of Jesus (4) 	<ul style="list-style-type: none"> teaching Jesus' teachings (3) teaching the arrest, crucifixion and resurrection of Jesus (6) teaching the Ministry of Jesus (3)
Christian approaches to contemporary issues			<ul style="list-style-type: none"> teaching Christian approaches to contemporary issues (2)

Note: The number in brackets at the end of each topic is the scope and sequence chart represents the suggested amount of time that the topic should be taught

TERM 2

Core element The role of religion in human development

Core element outcomes The student teacher will be able to understand different methodologies for teaching the role of religion in human development.

Assessment standard	Success criteria	Topic	Suggested teaching, learning and assessment activities	Suggested teaching, learning and assessment methods	Suggested teaching, learning and assessment resources
We will know this when student teachers are able to understand the rationale for teaching religious studies.	<p>Student teachers must be able to:</p> <ol style="list-style-type: none"> 1 analyse the rationale for teaching religious studies 2 describe the contribution of religious studies to the curriculum 	Rationale for teaching religious studies	<ul style="list-style-type: none"> • explaining the rationale for teaching religious studies • analysing the rationale for teaching religious studies • exploring reasons for teaching religious studies in teacher education • analysing reasons for 	<ul style="list-style-type: none"> • question and answer • walk around-talk around • class brainstorming • discussion web • think-pair-share • bus stop • gallery walk 	<ul style="list-style-type: none"> • chart paper • students' experiences • local environment • pictures • <i>primary school Religious education and Bible knowledge teachers' guides and learners'</i>

Assessment standard	Success criteria	Topic	Suggested teaching, learning and assessment activities	Suggested teaching, learning and assessment methods	Suggested teaching, learning and assessment resources
	3 explore different ways of teaching religious studies in schools		<p>teaching religious studies in teacher education</p> <ul style="list-style-type: none"> • exploring different ways of teaching religious studies in schools • evaluating different ways of teaching religious studies in schools 	<ul style="list-style-type: none"> • gallery tour • letter to the author • quick write • authors' chair 	<p><i>books</i></p> <ul style="list-style-type: none"> • video clips

Assessment standard	Success criteria	Topic	Suggested teaching, learning and assessment activities	Suggested teaching, learning and assessment methods	Suggested teaching, learning and assessment resources
We will know this when student teachers are able to demonstrate an understanding of the teaching of features of religion.	Student teachers must be able to: <ol style="list-style-type: none"> 1 examine different ways of teaching characteristics of religion 2 propose different ways of teaching religious clues 3 demonstrate different techniques of teaching features of religion 	Teaching of features of religion	<ul style="list-style-type: none"> • identifying different ways of teaching characteristics of religion • exploring different ways of teaching principles of major religions • examining different ways of teaching characteristics of religion • analysing different ways of teaching principles of major religions • proposing different ways of teaching religious clues • analysing different ways 	<ul style="list-style-type: none"> • question and answer • research • think-pair-share • think-ink-pair-share • pens in the middle • one stay three stray • discussion web • jig-saw 	<ul style="list-style-type: none"> • religious books • local environment • pictures • charts • learners' experiences • religious artefacts

Assessment standard	Success criteria	Topic	Suggested teaching, learning and assessment activities	Suggested teaching, learning and assessment methods	Suggested teaching, learning and assessment resources
			<p>of teaching religious clues</p> <ul style="list-style-type: none"> • exploring different ways of teaching features of religion • demonstrating different techniques of teaching features of religion 		
<p>We will know this when student teachers are able to show ability to teach the relationship among religion, culture and the environment.</p>	<p>Student teachers must be able to:</p> <ol style="list-style-type: none"> 1 examine different strategies for teaching relationship between culture and environment 	<p>Teaching religion, culture and the environment</p>	<ul style="list-style-type: none"> • identifying different strategies for teaching relationship between culture and environment • examining the strategies for teaching relationship between culture and environment • exploring strategies for teaching relationship 	<ul style="list-style-type: none"> • t-charts • give one-take one • silent participant • jig-saw • brainstorming • think-ink-pair-share • question and 	<ul style="list-style-type: none"> • students' experiences • charts • architectural designs • artefacts • interview schedules

Assessment standard	Success criteria	Topic	Suggested teaching, learning and assessment activities	Suggested teaching, learning and assessment methods	Suggested teaching, learning and assessment resources
	<p>2 explore the strategies for teaching relationship between religion and culture</p> <p>3 devise strategies for teaching relationship between religion and environment</p> <p>4 demonstrate the teaching of relationship among religion,</p>		<p>between religion and culture</p> <ul style="list-style-type: none"> • analysing strategies for teaching relationship between religion and culture • exploring strategies for teaching relationship between religion and environment • analysing the strategies for teaching relationship between religion and environment • preparing lesson plans on relationship among religion, culture and environment • conducting mini-lessons on the relationship 	<p>answer</p> <ul style="list-style-type: none"> • gallery walk • research • K-W-L 	

Assessment standard	Success criteria	Topic	Suggested teaching, learning and assessment activities	Suggested teaching, learning and assessment methods	Suggested teaching, learning and assessment resources
	culture and the environment'		among religion, culture and the environment <ul style="list-style-type: none"> • reflecting on mini-lessons on relationship among religion, culture and the environment 		
We will know this when student teachers are able to demonstrate an understanding of application of moral development in a child in the teaching of religious studies.	Student teachers must be able to: <ol style="list-style-type: none"> 1 analyse the application of moral development in a child in the teaching of religious studies 2 assess moral development in 	Application of moral development in the teaching of religious studies	<ul style="list-style-type: none"> • exploring the application of moral development in a child in the teaching of religious studies • analysing the application of moral development of a child in the teaching of religious studies • exploring ways of assessing moral development in children 	<ul style="list-style-type: none"> • walk around-talk around • survey • class brainstorming • gallery walk • jig-saw • question and answer • letter to the author 	<ul style="list-style-type: none"> • students' experiences • flow charts • charts • interview schedules • learners' experiences

Assessment standard	Success criteria	Topic	Suggested teaching, learning and assessment activities	Suggested teaching, learning and assessment methods	Suggested teaching, learning and assessment resources
	children		<ul style="list-style-type: none"> • assessing moral development in children • applying the knowledge of moral development of children in the teaching of religious studies in different classes 	<ul style="list-style-type: none"> • trade a problem • case study • research 	

Core element Experiencing and responding to God

Core element outcomes The student teacher will be able to demonstrate an understanding of different techniques for teaching ways in which people think about God, creation and their response to God’s call.

Assessment standard	Success criteria	Topic	Suggested teaching, learning and assessment activities	Suggested teaching, learning and assessment methods	Suggested teaching, learning and assessment resources
We will know this when student teachers are able to demonstrate an understanding of teaching awareness of God.	Student teachers must be able to: 1 examine the strategies for teaching names and attributes of God	Teaching the awareness of God	<ul style="list-style-type: none"> • identifying strategies for teaching names and attributes of God in ATR, Christianity and Islam • examining strategies for teaching names and attributes of God in Christianity, Islam and ATR • exploring techniques for teaching creation stories in different religions 	<ul style="list-style-type: none"> • revolution • walk around-talk around • think-pair-share • discussion web • fish bowl • questions and answer • research • field trip • class brainstorming 	<ul style="list-style-type: none"> • songs • pictures • charts • resource persons • historical sites • pictures • learners’ experiences

Assessment standard	Success criteria	Topic	Suggested teaching, learning and assessment activities	Suggested teaching, learning and assessment methods	Suggested teaching, learning and assessment resources
	<p>2 analyse the techniques for teaching creation stories</p> <p>3 demonstrate the teaching of awareness of God</p>		<ul style="list-style-type: none"> • analysing techniques for teaching creation stories in different religions • exploring strategies for teaching awareness of God • conducting mini-lessons on awareness of God • reflecting on the mini-lessons on awareness of God 		

Assessment standard	Success criteria	Topic	Suggested teaching, learning and assessment activities	Suggested teaching, learning and assessment methods	Suggested teaching, learning and assessment resources
We will know this when student teachers are able to show ability to teach obedience to God.	Student teachers must be able to: 1 examine strategies for teaching obedience to God in different religions 2 analyse different ways of teaching	Teaching obedience to God	<ul style="list-style-type: none"> • exploring different strategies of teaching obedience to God in different religions • examining different ways of teaching ways in which individuals showed obedience to God in different religions • exploring different ways of teaching impact of disobedience to God in different religions • analysing different ways of teaching impact of disobedience to God in 	<ul style="list-style-type: none"> • book research • field trip • group brainstorming • role-play • think-pair-share • ball bearing • question and answer • bus stop • make an appointment • one stay-three stray 	<ul style="list-style-type: none"> • resource persons • charts • pictures • religious books • students' experiences

Assessment standard	Success criteria	Topic	Suggested teaching, learning and assessment activities	Suggested teaching, learning and assessment methods	Suggested teaching, learning and assessment resources
	<p>impact of disobedience to God in different religions</p> <p>3 demonstrate the teaching of obedience to God in different religions</p>		<p>different religions</p> <ul style="list-style-type: none"> • preparing teaching and learning resources for teaching obedience to God in different religions • conducting mini lessons on obedience to God in different religions 		

Assessment standard	Success criteria	Topic	Suggested teaching, learning and assessment activities	Suggested teaching, learning and assessment methods	Suggested teaching, learning and assessment resources
We will know this when student teachers are able to show ability to teach roles of religious leaders in different religions.	Student teachers must be able to: 1 analyse strategies for teaching roles of religious leaders in different religions 2 demonstrate ways of teaching religious leaders in different religions	Teaching roles of religious leaders in different religions	<ul style="list-style-type: none"> • exploring different ways of teaching characteristics of a religious leader in different religions • examining different strategies for teaching roles of religious leaders in different religions • preparing lesson plans on religious leaders • conducting mini lessons on religious leaders reflecting on the participation of learners in the mini lessons 	<ul style="list-style-type: none"> • K-W-L • class brainstorming • role play • research • jig-saw • gallery walk • role play 	<ul style="list-style-type: none"> • students' experiences • resource persons • pictures • charts • religious books

Core element

Moral values, beliefs and practices

Core element outcome

The student teacher will be able to show ability to use different methods for teaching human virtues, religious symbols and artefacts, festivals and celebrations and the value of life.

Assessment standard	Success criteria	Topic	Suggested teaching, learning and assessment activities	Suggested teaching, learning and assessment methods	Suggested teaching, learning and assessment resources
We will know this when student teachers are able to demonstrate an understanding of teaching moral values.	Student teachers must be able to: 1 analyse methods for teaching of ethical issues of life in different religious 2 examine the ways of teaching human virtues and vices	Teaching moral values	<ul style="list-style-type: none">• compiling different methods for teaching ethical issues in life in different religions• examining different ways of teaching value of life in different religions• exploring the strategies for teaching human virtues and vices• investigating ways of teaching human virtues and vices in the society• preparing lesson plans for	<ul style="list-style-type: none">• survey• pair brainstorming• case study• question and answer• role play• values clarification• devil's advocate• press conference• fish bowl	<ul style="list-style-type: none">• charts• students' experiences• case studies• pictures• cinema boxes• video clips• radio clips• checklists• pictures

Assessment standard	Success criteria	Topic	Suggested teaching, learning and assessment activities	Suggested teaching, learning and assessment methods	Suggested teaching, learning and assessment resources
	3 demonstrate the teaching of moral values in different religions		teaching moral values • conducting mini lessons on moral values		
We will know this when student teachers are able to demonstrate an understanding of the teaching of religious festivals and celebrations in different religions.	Student teachers must be able to: 1 analyse different techniques for teaching religious festivals and celebrations 2 investigate methods for teaching	Teaching religious festivals and celebrations	<ul style="list-style-type: none"> • assessing different strategies for teaching religious festivals and celebrations • analysing different strategies for teaching religious festivals and celebrations • investigating methods for teaching importance of religious festivals and celebrations • describing methods of 	<ul style="list-style-type: none"> • group brainstorming • role-play • research • debate • pens in the middle • k-w-l • silent participant • fish bowl • ball game • gallery tour 	<ul style="list-style-type: none"> • student experiences • resource persons • charts • pictures • video clips • radio clips

Assessment standard	Success criteria	Topic	Suggested teaching, learning and assessment activities	Suggested teaching, learning and assessment methods	Suggested teaching, learning and assessment resources
	<p>importance of religious festivals and celebrations</p> <p>3 demonstrate the teaching of religious festivals and celebrations</p>		<p>teaching ways in which religious festivals and celebrations are performed</p> <ul style="list-style-type: none"> • preparing resources for teaching religious festivals and celebrations • conducting mini-lessons on religious festivals and celebrations 	<ul style="list-style-type: none"> • quick-write • author's chair • drama 	

Core element

Religious approaches to cross cutting issues

Core element outcome

The student teacher will be able to understand the application of various ways of teaching religious approaches to human rights and democracy, gender, politics, vulnerable people, HIV and AIDS, drug and substance abuse and environmental degradation.

Assessment standard	Success criteria	Topic	Suggested teaching, learning and assessment activities	Suggested teaching, learning and assessment methods	Suggested teaching, learning and assessment resources
We will know this when student teachers are able to demonstrate an understanding of the teaching of cross cutting issues affecting the society.	The student teachers must be able to: 1 analyse different ways of teaching cross cutting issues 2 compile strategies for teaching solutions to cross cutting issues	Teaching of cross cutting issues in different religions	<ul style="list-style-type: none"> identifying different ways of teaching cross cutting issues critiquing different ways of teaching cross cutting issues that affect members of different religions compiling strategies for religious responses to cross cutting issues analysing the methods for teaching solutions to 	<ul style="list-style-type: none"> card collection and clustering construction blocks survey walk around-talk around research case study RAFT jig-saw gallery walk 	<ul style="list-style-type: none"> resource persons pictures video clips newspapers radio clips magazines case studies students' experiences learners' experiences

Assessment standard	Success criteria	Topic	Suggested teaching, learning and assessment activities	Suggested teaching, learning and assessment methods	Suggested teaching, learning and assessment resources
	<p>3 examine strategies for teaching religious responses to cross cutting issues</p> <p>4 demonstrate ways of teaching cross cutting issues</p>		<p>the cross cutting issues</p> <ul style="list-style-type: none"> • exploring different ways of teaching religious responses to cross cutting issues • investigating different strategies of teaching religious responses to cross cutting issues • outlining activities for teaching cross cutting issues • conducting mini-lessons on cross cutting issues 	<ul style="list-style-type: none"> • gallery tour • author’s chair • ball game • quick-write 	

Core element

God the father

Core element outcome

The student teacher will be able to demonstrate an understanding of different approaches to the teaching of God's creation and His leadership through the prophets, judges and kings.

Assessment standard	Success criteria	Topic	Suggested teaching, learning and assessment activities	Suggested teaching, learning and assessment methods	Suggested teaching, learning and assessment resources
We will know this when student teachers are able to understand the teaching of Patriarchs in the history of the Israelites.	Student teachers must be able to: 1 analyse different ways of teaching 'call of 'Patriarchs'	Teaching the call of the Patriarchs	<ul style="list-style-type: none">• exploring ways of teaching 'call of patriarchs'• analysing ways of teaching the call of patriarchs:<ul style="list-style-type: none">- Isaac- Jacob- Joseph• reflecting on the challenges learners face when learning the call of patriarchs• exploring different ways	<ul style="list-style-type: none">• construction blocks• think-ink-pair-share• class brainstorming• survey• card collection and clustering• walk around-talk around• mix-freeze-pair• jig-saw	<ul style="list-style-type: none">• charts• pocket boards• video clips• pictures• musical instruments

Assessment standard	Success criteria	Topic	Suggested teaching, learning and assessment activities	Suggested teaching, learning and assessment methods	Suggested teaching, learning and assessment resources
	2 demonstrate different strategies on the teaching of call of patriarchs		<p>of teaching call of the Patriarchs</p> <ul style="list-style-type: none"> • demonstrate ways of teaching call of the Patriarchs • conducting lessons on call of the Patriarchs 	<ul style="list-style-type: none"> • gallery tour • bus stop • gallery walk • conversation circle 	

Assessment standard	Success criteria	Topic	Suggested teaching, learning and assessment activities	Suggested teaching, learning and assessment methods	Suggested teaching, learning and assessment resources
We will know this when the student teachers are able to understand the teaching of Exodus.	<p>Student teachers must be able to:</p> <p>1 explore different ways of teaching the 'journey of the Israelites from Egypt to Canaan'</p> <p>2 demonstrate strategies on the teaching of the journey of the Israelites from Egypt to Canaan</p>	Teaching of the Exodus	<ul style="list-style-type: none"> • exploring different ways of teaching the journey of the Israelites from Egypt to Canaan • demonstrating different ways of teaching the journey of the Israelites from Egypt to Canaan <ul style="list-style-type: none"> - the Ten Commandments - entering the promised land - the Ark of the Covenant • exploring the techniques for teaching the journey 	<ul style="list-style-type: none"> • construction blocks • think-ink-pair-share • k-w-l • fish bowl • ball bearing • make an appointment • silent participant • jig-saw • gallery tour • gallery walk • ball game • mix-freeze-pair 	<ul style="list-style-type: none"> • charts • balls • video clips • pictures • rubric • maps of the ancient Middle East

Assessment standard	Success criteria	Topic	Suggested teaching, learning and assessment activities	Suggested teaching, learning and assessment methods	Suggested teaching, learning and assessment resources
			<p>of the Israelites from Egypt to Canaan</p> <ul style="list-style-type: none"> • demonstrating the techniques for teaching the journey of the Israelites from Egypt to Canaan • conducting a peer lesson on the journey of the Israelites from Egypt to Canaan 		

Assessment standard	Success criteria	Topic	Suggested teaching, learning and assessment activities	Suggested teaching, learning and assessment methods	Suggested teaching, learning and assessment resources
We will know this when student teachers are able to demonstrate the teaching of 'the roles of the judges, kings and prophets in Israel'.	<p>Student teachers must be able to:</p> <ol style="list-style-type: none"> 1 analyse methods for teaching the meanings of a king, a judge and a prophet 2 demonstrate the teaching of the roles of judges, kings and prophets 	Teaching of Judges, Kings and Prophets of Israel	<ul style="list-style-type: none"> • analysing methods for teaching the meanings of a judge, a king and a prophet • demonstrating the teaching of the meanings of a judge, a king and a prophet • exploring ways of teaching the roles of Judges, Kings and Prophets of Israel of Israel • conducting lessons on the roles of judges, <ul style="list-style-type: none"> - Gideon - Deborah - Samson 	<ul style="list-style-type: none"> • K-W-L • mix-freeze-pair • ball bearing • ball game • author's chair • quick-write • revolution • jig-saw 	<ul style="list-style-type: none"> • charts • video clips • balls • pictures

Assessment standard	Success criteria	Topic	Suggested teaching, learning and assessment activities	Suggested teaching, learning and assessment methods	Suggested teaching, learning and assessment resources
			<ul style="list-style-type: none"> - Jephthah • conducting lessons on the roles of the Kings of Israel <ul style="list-style-type: none"> - Saul - David • conducting lessons on the roles of Prophets of Israel <ul style="list-style-type: none"> - Isaiah - Hosea - Amos - Jeremiah 		

Core element

Life of Jesus

Core element outcome

The student teacher will be able to show an understanding of various techniques for the teaching of life, work, death and resurrection of Jesus and Christian principles as a guide for life.

Assessment standard	Success criteria	Topic	Suggested teaching, learning and assessment activities	Suggested teaching, learning and assessment methods	Suggested teaching, learning and assessment resources
We will know this when student teachers are able to understand the teaching of the birth and childhood of Jesus.	Student teachers must be able to: 1 analyse methods for teaching the birth of Jesus 2 demonstrate different strategies on the teaching of birth of Jesus	Teaching of birth and childhood of Jesus	<ul style="list-style-type: none"> • exploring methods for teaching the birth of Jesus • analysing techniques for teaching the birth of Jesus <ul style="list-style-type: none"> - family of Jesus - dedication of Jesus - Jesus in the temple • exploring methods for teaching the birth of Jesus • conducting lessons on the birth of Jesus • exploring different ways of assessing 	<ul style="list-style-type: none"> • story telling • songs • ball bearing • card collection and clustering • one stay-three stray • ball game • role-play 	<ul style="list-style-type: none"> • pictures • balls • charts • songs • video clips

Assessment standard	Success criteria	Topic	Suggested teaching, learning and assessment activities	Suggested teaching, learning and assessment methods	Suggested teaching, learning and assessment resources
	3 identify different ways of assessing learners of diverse needs		learners with diverse needs <ul style="list-style-type: none"> • evaluating different ways of assessing learners with diverse needs 		

TERM 6

Assessment standard	Success criteria	Topic	Suggested teaching, learning and assessment activities	Suggested teaching, learning and assessment methods	Suggested teaching, learning and assessment resources
We will know this when the student teacher is able to understand the teaching of the Ministry of Jesus.	Student teachers must be able to: 1 analyse different ways of teaching 'the Ministry of Jesus' 2 demonstrate strategies on the teaching of the Ministry of Jesus	Teaching the Ministry of Jesus	<ul style="list-style-type: none"> • exploring ways of teaching 'the Ministry of Jesus' <ul style="list-style-type: none"> - miracles - teachings • describing ways of teaching 'the Ministry of Jesus' • identifying strategies for teaching 'the Ministry of Jesus' teachings' • demonstrating strategies for teaching 'the Ministry of Jesus' • exploring different ways of assessing 	<ul style="list-style-type: none"> • walk around-talk around • jig-saw • gallery walk • bus stop • role-play • pens in the middle • quick-write • ball game • author's chair 	<ul style="list-style-type: none"> • chart paper • balls • pictures • video clips • resource persons

Assessment standard	Success criteria	Topic	Suggested teaching, learning and assessment activities	Suggested teaching, learning and assessment methods	Suggested teaching, learning and assessment resources
	3 explore different ways of assessing learners a large class		learners in a large class <ul style="list-style-type: none"> • demonstrating different ways of assessing learners in a large class 		

Core element Christian approaches to cross cutting issues

Core element outcome The student teacher will be able to demonstrate an understanding of different strategies for the teaching of Christian approaches to human rights and democracy, gender, politics, HIV and AIDS, the environment, drug and substance abuse and vulnerable people.

Assessment standard	Success criteria	Topic	Suggested teaching, learning and assessment activities	Suggested teaching, learning and assessment methods	Suggested teaching, learning and assessment resources
We will know this when student teachers are able to understand teaching of Christian approaches to cross cutting issues.	Student teacher must be able to: 1 examine different ways of teaching Christian approaches to cross cutting issues	Teaching Christian approaches to contemporary issues	<ul style="list-style-type: none"> • exploring different ways of teaching cross cutting issues in society: <ul style="list-style-type: none"> - HIV and AIDS - human rights - environmental degradation - drug and substance abuse • examining different ways of teaching cross cutting issues in society • exploring methods of 	<ul style="list-style-type: none"> • walk around-talk around • survey • gallery walk • jig-saw • bus stop • role-play • quick-write • ball game • author's chair 	<ul style="list-style-type: none"> • chart paper • balls • pictures • video clips • resource persons

Assessment standard	Success criteria	Topic	Suggested teaching, learning and assessment activities	Suggested teaching, learning and assessment methods	Suggested teaching, learning and assessment resources
	2 demonstrate different ways of teaching cross cutting issues in society		<p>teaching Christian approaches to cross cutting issues</p> <ul style="list-style-type: none"> • demonstrating methods of teaching Christian approaches to cross cutting issues • reflecting on the challenges faced when teaching cross cutting issues • exploring different ways of assessing learners in upper primary section • demonstrating different ways of assessing learners in upper primary section • reflecting on the challenges faced when assessing learners in 		

Assessment standard	Success criteria	Topic	Suggested teaching, learning and assessment activities	Suggested teaching, learning and assessment methods	Suggested teaching, learning and assessment resources
	3 explore different ways of assessing learners in upper primary section		upper primary section <ul style="list-style-type: none"> • identifying different ways of assessing learners in upper primary 		

Core element

Experiencing and responding to God

Core element outcome

The student teacher will be able to demonstrate an understanding of different techniques for teaching ways in which people think about God, creation, and their responses to God call.

Assessment standard	Success criteria	Topic	Suggested teaching, learning and assessment activities	Suggested teaching, learning and assessment methods	Suggested teaching, learning and assessment resources
We will know this when student teachers are able to understand the application of religious thinking and feelings in a child in the teaching of religious studies.	Student teachers must be able to: 1 analyse the application of religious thinking in a child in the teaching of religious studies	Application of religious thinking and feelings in a child in the teaching of religious studies	<ul style="list-style-type: none">• exploring the application of religious thinking in a child in the teaching of religious studies• analysing the application of religious thinking in a child in the teaching of religious studies• exploring the application of religious feelings in children in the teaching of religious studies• analysing the	<ul style="list-style-type: none">• walk around-talk around• survey• quick-write• ball game• author's chair• baobab tree competition• ball bearing• bus stop• gallery walk• research	<ul style="list-style-type: none">• chart paper• balls• pictures• stories• students experiences• learners' experiences

Assessment standard	Success criteria	Topic	Suggested teaching, learning and assessment activities	Suggested teaching, learning and assessment methods	Suggested teaching, learning and assessment resources
	<p>2 explore the application of religious feelings in a child in the teaching of religious studies</p> <p>3 assess the development of religious thinking and feelings in children</p>		<p>application of religious feelings in children in the teaching of religious studies</p> <ul style="list-style-type: none"> • exploring ways of assessing the development of religious thinking and feelings in children • assessing the development of religious thinking and feelings in children • applying the knowledge of the development of religious thinking and feelings in children in the teaching of religious studies in different classes 		

Core element: Moral values, beliefs and practices

Core element outcome: The student teacher will be able to show ability to use different methods for teaching human virtues, religious symbols and artefacts, festivals and celebrations and the value of life

Assessment standard	Success criteria	Topic	Suggested teaching, learning and assessment activities	Suggested teaching, learning and assessment methods	Suggested teaching, learning and assessment resources
We will know this when student teachers are able to show an understanding of the teaching of religious symbols and artefacts.	<p>Student teachers must be able to:</p> <p>1 explore methods for teaching religious symbols and artefacts</p> <p>2 analyse techniques for teaching the use of religious</p>	Teaching religious symbols and artefacts	<ul style="list-style-type: none"> exploring methods for teaching religious symbols and artefacts evaluating methods for teaching religious symbols and artefacts determining techniques for teaching the use of religious symbols and artefacts analysing techniques for teaching the use of religious symbols and artefacts modelling religious 	<ul style="list-style-type: none"> walk around-talk around survey quick-write ball game author's chair baobab tree competition ball bearing bus stop gallery walk research card collection and clustering 	<ul style="list-style-type: none"> chart paper balls pictures students. experiences learners' experiences artefacts models of artefacts and symbols clay grass cartons glue

Assessment standard	Success criteria	Topic	Suggested teaching, learning and assessment activities	Suggested teaching, learning and assessment methods	Suggested teaching, learning and assessment resources
	<p>symbols and artefacts</p> <p>3 demonstrate the teaching of religious symbols and artefacts</p>		<p>symbols and artefacts</p> <ul style="list-style-type: none"> • conducting mini-lessons on religious symbols and artefacts using the models 		

Core element: Life of Jesus

Core element outcome: The student teachers will be able to show an understanding of various techniques for the teaching of life, work, death and resurrection of Jesus and Christian principles as a guide for life

Assessment standard	Success criteria	Topic	Suggested teaching, learning and assessment activities	Suggested teaching, learning and assessment methods	Suggested teaching, learning and assessment resources
We will know this when student teachers are able to understand the teaching of the 'teachings of Jesus'.	Student teachers must be able to: 1 analyse different ways of teaching the teachings of Jesus 2 demonstrate ways of teaching the teachings of Jesus	Teaching of the teachings of Jesus	<ul style="list-style-type: none"> • exploring different ways of teaching the teachings of Jesus <ul style="list-style-type: none"> - miracles over nature - use of parables • analysing different ways of teaching the teachings of Jesus • demonstrating different ways of teaching the teachings of Jesus • conducting mini-lessons on teachings of Jesus 	<ul style="list-style-type: none"> • gallery walk • class brainstorming • ball game • role-play • gallery tour • make an appointment • discussion web • quick-write • author's chair • letter to the author • case study 	<ul style="list-style-type: none"> • students' experiences • local environment • pictures • video clips • case studies • songs

Assessment standard	Success criteria	Topic	Suggested teaching, learning and assessment activities	Suggested teaching, learning and assessment methods	Suggested teaching, learning and assessment resources
<p>We will know this when student teachers are able to show an understanding of techniques of teaching 'the arrest, crucifixion and resurrection of Jesus'.</p>	<p>Student teachers must be able to:</p> <ol style="list-style-type: none"> 1 analyse methods for teaching the arrest, crucifixion and resurrection of Jesus 2 demonstrate techniques for teaching the arrest, crucifixion and 	<p>Teaching the arrest, crucifixion and resurrection of Jesus</p>	<ul style="list-style-type: none"> • exploring methods for teaching the 'Jesus' triumphant entry into Jerusalem' • analysing methods for teaching of the 'Jesus' triumphant entry into Jerusalem' • exploring different methods for teaching the arrest, trial and crucifixion of Jesus • demonstrating different ways of teaching the arrest, trial and crucifixion of Jesus • conducting mini-lessons on the arrest, crucifixion 	<ul style="list-style-type: none"> • gallery walk • class brainstorming • role play • survey • one stay-three stray • ball game • quick-write • ball bearing 	<ul style="list-style-type: none"> • local environment • students' experiences • radio clips • charts • pictures

Assessment standard	Success criteria	Topic	Suggested teaching, learning and assessment activities	Suggested teaching, learning and assessment methods	Suggested teaching, learning and assessment resources
	<p>resurrection of Jesus</p> <p>3 reflect on the lesson presentations on the arrest, crucifixion and resurrection of Jesus</p>		<p>and resurrection of Jesus</p> <ul style="list-style-type: none"> • critiquing lesson presentations on the arrest, crucifixion and resurrection of Jesus • refining lesson plans on the arrest, crucifixion and resurrection of Jesus 		

Bible references

- The call of Noah, Genesis 6 – 9
- The call of Abraham, Genesis 12: 1-9
- God's covenant with Abraham, Genesis 15:17-21, 17:1-17
18: 18-19 and 21: 1-7
- The call of Moses, Exodus 3
- The departure of the Hebrews from Egypt to Canaan, Exodus 12:1-11, 12:37,
Exodus 13: 17-22, 16:1-36, 17:1-7
- The Ten Commandments, Exodus 24: 1-5, 20: 1-17, 31: 18, 32:1-35.
- The Ark of the covenant, Exodus 25: 10-22
- Entering the promised land, Joshua 3:14-17, 5:13-15, 6:1-27
- Israel and the Judges, Judges 4:1-16, 6:11-18, 11:1-10 13: 1-6 and 7 and 16
- Mission of the Judges, Gideon, Samson, Debora, Jephthah, Judges 7:1-25, 8:
1-12, 15: 1-16, 16:23-31, 4: 5-24 and 11: 29-30
- Kings of Israel, Saul and David, 1Samuel 9:1-27, 10: 17-25, 15: 24-26, 16: 1-13
and 17:41-54
- The Prophets and their roles, Isaiah, Amos and Jeremiah, Isaiah 1:2-31, 3:16-
26, Amos :6-8, 8:4-14, 9:1-4 Jeremiah : 1-19, 2: 9-`3, 4:1-4, Amos 2:6-8, 8: 4-14,
9: 1-4
- The birth of John the Baptist, Luke 1:5-80
- The call of Mary and Joseph, Luke 1: 26-38 and Mathew 1: 18-25
- Birth and childhood of Jesus, Luke 2: 21-52
- The call of twelve apostles, Mathew 4:18-22, Mark 1: 16-20, 3: 13-19, 10: 1-4,
Luke 6:12-13, Mathew 4:14-15)
- The healing miracles, Luke 5:17-26, 6: 6-11
- Jesus teachings through miracles, Luke 8: 26-39, 9:10-17, Mathew 14:13-21,
Mark 6:30-44
- Love of Jesus, John 3: 16, 1 John 4: 8, Romans 5: 8, Luke 7: 36-50, Luke 19: 1-
10, Mathew 19: 13-15, Proverbs 22: 6 and Luke 2: 41-52, Mathew 15:22-28
Luke 10: 25-30
- Diseases-HIV and AIDS, Mathew 4: 23-24, Mark 9:17-27, Luke 8:49-55, Luke
17: 11-19, Acts 9:34, James 5: 14-15, 1 Corinthians 6: 15-20, Proverbs 6: 32,
Proverbs 19: 16 and Genesis 39: 7-13, Deuteronomy 28: 15, 21, 58-59. 2 Kings
5: 9-15, Mathew 8: 1-4, Mathew 25: 33-46 and Luke 10: 25-27
- Human rights and responsibilities, Exodus 20:12, Ephesians 6: 1, Leviticus
19: 32, Genesis 4:115-16, 37: 12-24, Luke15:11 -32, Acts 21: 37-40, 22: 1-5
- Drug and substance abuse, John 9: 6,7 and 15, 1 Timothy 5: 23 Proverbs 31:4-
7, Proverbs 20:1, 1 Corinthians 6:19-20
- Christian teachings on drug and substance abuse, Genesis 9:20-22, Proverbs
20:1, 23:29-30, Galatians 5:19-21
- Jesus miracles over nature and death, Mathew 14:22-32, John 2:1-11, Mathew
9:18-34, Luke 7:11-17, John 11: 38-52

- Teaching in and use of parables, Luke 10:25-37, Mathew 21:28-31, Luke 15:11-32 and 15: 8-10
- Jesus' triumphant entry into Jerusalem, Mathew 21:1-17, Mark 11: 1-9, Luke 19: 28-48, John 12: 12-19, Mathew 21: 12-17 Mark 11: 15-19, and Luke 19:45-48
- The arrest and trial of Jesus, Mathew 26: 47-56, Luke 22: 47-53, Mathew 27: 11-26, Luke 22: 66-71, 23:1-25
- Crucifixion and resurrection of Jesus, Mathew 27:32 -3=66, Mark 15:12-32, Luke 23: 26-55, John 19: 16-19, Mathew 28: 1-20, Luke 24: 1-49 and John 20: 1-29

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