Republic of Malawi

Syllabus for

Initial Primary Teacher Education

Education foundation studies

Ministry of Education, Science and Technology

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Ministry of Education, Science and Technology

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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 or 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 to develop high standards of conduct, attitudes, judgment and a sense of responsibility. Student teachers have to be well prepared in order to be able to take this responsibility of teaching children effectively.

The provision of quality education is based on many factors and a good quality of teachers is one of them. Teachers play a central role because they are the key source of knowledge, responsible for facilitating the learning process and act as role models for the learners.

The function of initial teacher education in Malawi is to prepare student teachers in their aspiration of becoming teachers of high quality. This is achieved by helping the student teachers to acquire the right knowledge, skills and competences to enable them to effectively teach children. In view of this, the Initial Teacher Education curriculum has been reviewed to ensure that student teachers who graduate from this programme are well trained and prepared for their profession.

The process and implementation of this review has been guided by the Teacher Education Philosophy which states as follows:

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

It is therefore hoped that Teacher Training Colleges will find this curriculum effective in helping the student teachers to build a solid foundation in their teaching profession.

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Introduction

The purpose of primary teacher education is to produce and continually develop competent and responsive teachers who 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.

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

Rationale

Foundation studies will equip student teachers with the necessary knowledge, skills and attitudes to carry out their role of facilitating learning of the primary school child. To teach effectively, student teachers must study the origins and development of the primary school curriculum and understand their role in its implementation through appropriate management of the teaching, learning and assessment processes at school level.

Teacher education philosophy

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

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

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 content 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 reviewed 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 content follows the modular approach.
- Student teachers will be allowed to practise teaching both in the lower classes (Standards 1 to 4) as well as in upper classes (Standards 5-8).
- Cross cutting issues such as Assessment for Learning, Information Communication Technology, Inclusive Education and Critical Thinking are integrated.

IPTE subject matrix

The new curriculum has adopted the reflective practitioner model of teacher education which connects practice and theory and integrates content and pedagogy in teaching and learning. In this structure, student-teachers will be in college for two terms of year 1 and be in primary schools for teaching practice in the third term of first year and first term of the second year. Student teachers will be back to colleges in terms 2 and 3 of year 2 to continue learning subject content, reflecting on their experiences of teaching practice and then wind up their studies.

This curriculum is designed in a modular structure 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 forms a module in a subject. A module consists of 40 hours contact time.

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.

Core elements and their outcomes

Core element: **Learning and teaching**

Core element outcome: The student teacher will be able to demonstrate an understanding of the linkages between child development, the nature of learning and individual learning needs and utilise a variety of teaching methods, resources and skills in different situations, in order to facilitate learning within psychomotor, affective and cognitive domains (holistic development).

Core element: **Assessment for learning and assessment of learning**

Core element outcome: The student teacher will be able to demonstrate an understanding of the importance and forms of assessment for learning and of learning and how to construct tools, administer assessment and use assessment results for various purposes

Core element: **Inclusive education, special needs education and gender**

Core element Outcome: The student teacher will be able to demonstrate an understanding of inclusive education, special needs education and gender and how these affect teaching, learning and assessment.

Core element: **Information and Communication Technology as a tool for teaching and learning**

Core element outcome: The student teacher will be able to demonstrate an understanding of the purpose and use of ICT and apply it in research, teaching, learning and assessment process.

Core element: **Education policies, leadership and guidance and counselling in the education system**

Core element outcome: The student teacher will be able to demonstrate an understanding of the purpose of educational management, leadership, policy and guidance and counseling in the education system

Scope and sequence

Core element	Year 1			Year 2		
	Term 1 Emphasis on lower primary	Term 2 Emphasis on upper primary	Term 3 Teaching practice	Term 1 Teaching practice	Term 2 Emphasis on reflection	Term 3 Emphasis on policy and framework
Learning and teaching	• Reflection on the qualities of an effective teacher (1 hour) • The nature of learning (4 hours) • Child development in lower primary (4 hours) • Child study (3 hours) • The national primary curriculum (1 hours) • The syllabus (1 hour) • Schemes of work (2 hours) • Lesson plans (2 hours)	• Child development and learning in upper primary (3 hours) • Teaching skills for upper primary (2 hours) • Teaching and learning methods for upper primary (3 hours) • Teaching and learning resources in upper primary (3 hours)	• SEJ tasks	• SEJ tasks	• Reflection on experiences in the use of teaching skills (7 hours) • Reflection on experiences of using a variety of teaching and learning methods (7 hours) • Reflection on development and use of teaching and learning during teaching practice (8 hours) • Reflection on own schemes of work, lesson plans and records of work (7 hours) • Teaching and managing large	

	Year 1			Year 2		
Core element	Term 1 Emphasis on lower primary	Term 2 Emphasis on upper primary	Term 3 Teaching practice	Term 1 Teaching practice	Term 2 Emphasis on reflection	Term 3 Emphasis on policy and framework
	• records of work (1 hours) • Teaching skills for lower primary (8 hours) • Teaching and learning methods for lower primary (8 hours) • Teaching and learning resources for lower primary (5 hours)				classes (5 hours) • Cognitive Child development (10 hours)	
Assessment for learning and assessment of learning		• Assessment (2 hours) • Assessment tools (5 hours) • Assessment of learners in lower and upper primary (2 hours)	• SEJ tasks	• SEJ tasks	• Reflection on assessment after teaching practice (6 hours)	

	Year 1			Year 2		
Core element	Term 1 Emphasis on lower primary	Term 2 Emphasis on upper primary	Term 3 Teaching practice	Term 1 Teaching practice	Term 2 Emphasis on reflection	Term 3 Emphasis on policy and framework
Inclusive education, special needs education and gender		• Inclusive education (5 hours) • Learners' diversity in a classroom (5 hours)	• SEJ tasks	• SEJ tasks		• Inclusive practices in schools (4 hours) • Individualised educational plan (3 hours) • Benefits of inclusive education (2 hours) • Barriers of inclusive education (3 hours) • Interventions in inclusive education (4 hours) • Roles of various stakeholders in inclusion (2 hours) • Policies on inclusive education (3 hours) • Gender in education (3 hours)
Education policies, leadership and guidance and			• SEJ tasks	• SEJ tasks		• Administrative structure of the education system (3 hours) • Educational management (4

Core element	Year 1			Year 2		
	Term 1 Emphasis on lower primary	Term 2 Emphasis on upper primary	Term 3 Teaching practice	Term 1 Teaching practice	Term 2 Emphasis on reflection	Term 3 Emphasis on policy and framework
counselling in the education system						hours) • Educational leadership (5 hours) • The school and the community (4 hours) • Record management (4 hours) • Education policies (6 hours) • Government teaching service regulations (2 hours) • Guidance and counselling (8 hours)

	Year 1				Year 2	
Core element	Term 1 Emphasis on lower primary	Term 2 Emphasis on upper primary	Term 3 Teaching practice	Term 1 Teaching practice	Term 2 Emphasis on reflection	Term 3 Emphasis on policy and framework
ICT as a tool for teaching and learning		• ICT in teaching, learning and assessment (2 hours) • Text editors for teaching, learning and assessment (4 hours) • Use of mobile devices in research, teaching, learning and assessment (4 hours)	• SEJ tasks	• SEJ tasks	• Accessing information from the internet for teaching, learning and assessment purposes (2 hours) • Internet for communication in teaching, learning and assessment (2 hours) • Teaching, learning and assessment using spreadsheet application (4 hours) • Teaching, learning and assessment using presentation application (2)	
TOTAL	40	40			60	60

Summary of topics for foundation studies per term

Serial	Core element	Topic (s)	Term no	Hours
**Year 1 Term 1**			
1		Reflection on qualities of an effective teacher	1	1
2		Nature of learning	1	4
3		Child development in lower primary	1	4
4		Child study	1	3
5		The National Primary Curriculum	1	1
6	Learning and teaching	The syllabus	1	1
7		Schemes of work	1	2
8		Lesson plan	1	2
9		Records of work	1	1
10		Teaching skills for lower primary	1	8
11		Teaching and learning methods for lower primary	1	8
12		Teaching and learning resources for lower primary	1	5
Total hours for term 1				**40**

		Year 1 Term 2		
13	Learning and teaching	Child development and learning in upper primary	2	3
14		Teaching skills for upper primary	2	2
15		Teaching and learning resources for upper primary	2	2
16		Teaching and learning methods for upper primary	2	3
17	Assessment for learning and assessment of learning	Assessment	2	2
18		Assessment tools	2	5
19		Assessment of learners in the lower and upper primary	2	2
20	Inclusive education, special needs education and gender	Inclusive education	2	5
21		Learners' diversity in a classroom	2	5
22	ICT as a tool for teaching and learning	ICT in teaching, learning and assessment	2	2
23		Text editors for teaching, learning and assessment	2	4
24		Use of mobile devices in research, teaching, learning and assessment	2	4
		Total hours for term 2		**40**

Year 2 Term 2				
Serial	Core element	Topic (s)	Term no	Hours
25	Learning and teaching	Reflection on experiences in the use of teaching skills	2	7
26		Reflection on experiences of using a variety of teaching and learning methods	2	7
27		Reflection on development and use of teaching and learning resources during teaching practice	2	8
28		Reflection on own schemes of work, lesson plans and records of work	2	7
29		Teaching and managing large classes	2	5
30		Cognitive child development	2	10
31	Assessment for learning and assessment of learning	Reflection on assessment after teaching practice	2	5
32	ICT as a tool for teaching and learning	Accessing information from the internet for teaching, learning and assessment purposes	6	2
33		Internet for communication in teaching, learning and assessment	6	2
34		Teaching, learning and assessment using spreadsheet application	6	4
35		Teaching, learning and assessment using presentation application	6	2
Total for term 2				60

	Year 2 Term 3			
36	Education policies, leadership and guidance and counselling in the education system	Administrative structure of the education system	3	3
37		Educational management	3	4
38		Educational leadership	3	5
39		The school and the community	3	4
40		Record management	3	4
41		Education policies	3	6
42		Government teaching service regulations	3	2
43		Guidance and counselling	3	8
44	Inclusive education, special needs education and gender	Inclusive practices in schools	3	4
45		Individualised educational plan	3	3
46		Benefits of inclusive education	3	2
47		Barriers of inclusive education	3	3
48		Interventions in inclusive education	3	4
49		Roles of various stakeholders in inclusion	3	2
50		Policies on inclusive education	3	3
51		Gender in education	3	3
Total for term 3				**60**

Year 1 Term 1

Core element   : Learning and teaching
Core element outcome : The student teacher will be able to demonstrate an understanding of the linkages between child
development, the nature of learning and individual learning needs and utilise a variety of teaching
methods, resources and skills in different situations, in order to facilitate learning within psychomotor,
affective and cognitive domains (holistic 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 demonstrate an understanding of qualities of an effective teacher.	Student teachers must be able to: 1 articulate what motivated them to become a teacher 2 analyse own experiences of being taught and relate this to the qualities of an effective teacher	**Reflecting on the qualities of an effective teacher** (1 hour)	• reflecting own motivation to become a teacher • exploring how the motivation may influence their practise • analysing own experiences of being taught • analysing characteristics of a	• self-reflection • quick write • card collection and clustering • whole class discussion • question and answer • explanation • free write • role play	• reflective task • cards/paper • 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
			good teacher they had • discussing qualities of an effective teacher • suggesting ways how they think they can acquire those qualities		
We will know this when student teachers are able to demonstrate an understanding of the nature of learning.	Student teachers must be able to: 1 relate learning theories to the needs of learners in the lower primary	**The nature of learning** (4 hours)	• discussing situations where learning takes place • researching on learning theories (constructivism, behaviourism) • sharing research findings on learning theories	• written reflective task • discussion • mix freeze pairs • question and answer • explanation • group discussion • think-ink-	• reflective tasks • tests on learning styles • case studies • students' prior knowledge • • 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 analyse factors that influences learning in standard 1-4		• identifying learning needs and factors that influence learning in lower primary by conducting interviews • sharing findings from interviews • analysing factors which influence learning in standard 1-4	pair-share • lesson observation • interview	

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 child development in lower primary.	Student teachers must be able to: 1 analyse the abilities of standard 1-4 learners and link them to stages of child development	**Child development in lower primary** (4 hours)	• observing abilities of standard 1-4 learners • identifying principles of child development (eg they develop at different rates, as a whole) • discussing principles of child development • exploring stages of child development (e.g. early childhood, middle childhood, late childhood, adolescence)	• Know-Want to know-Learn (KWL) • group discussion • think ink pair share • question and answer • explanation • jigsaw • case studies • quick write • author's chair • peer assessment • lesson observation	• chart paper • students' prior knowledge and experience • case studies • internet • markers • PCAR framework and curriculum

Assessment standard	Success criteria	Topic	Suggested teaching, learning and assessment activities	Suggested teaching, learning and assessment methods	Suggested teaching, learning and assessment resources
	2 analyse factors that influence child development		• relating abilities of standard 1-4 learners to stages of child development • examining factors that influence child development in lower primary		
	3 apply knowledge of child development		• discussing the importance of knowledge about child development for teacher training • discussing what teachers should consider when teaching lower primary learners		

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 individual learning needs of lower primary learners	Student teachers must be able to: 1 conduct a study of a child in lower primary	**Child study** (3 hours)	• describing the concept of child study • explaining the importance of conducting child study • discussing research methods for conducting child study • identifying tools used for conducting child study • developing tools for conducting child study • conducting child study	• question and answer • one stay-three stray • pens in the middle • group work • field study • project • research • peer assessment	• questionnaire • interview schedules • chart paper • pens • internet • markers • a guide for child study

Assessment standard	Success criteria	Topic	Suggested teaching, learning and assessment activities	Suggested teaching, learning and assessment methods	Suggested teaching, learning and assessment resources
	2 analyse results of child study		- summarising results of child study - presenting results of child study - relating results of child study to the stages of child development and factors that influence child 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 demonstrate an understanding of the National Primary Curriculum (NPC)	Student teachers must be able to: 1 analyse the components of outcome based education and curriculum	**The national primary curriculum** (1 hour)	• analysing components of outcome based education and curriculum • summarising the concept, components and purpose of outcomes-based education and curriculum	• quick write • oral questions and answers • KWL • discussion • group work • jigsaw • authors chair • peer assessment	• chart paper • markers • PCAR framework and curriculum • NPC syllabus

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 primary school syllabus.	Student teachers must be able to: 1 interpret the components of a syllabus	**The Syllabus** (1 hour)	• discussing the purposes of a syllabus • matching descriptions of components of a syllabus to the correct component • discussing components of a syllabus	• paired brainstorming • discussion • group work • oral questions and answers • observation • free write	• charts • markers • specialist teacher • sign language interpreter • samples of NPC syllabuses for primary schools

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 schemes of work.	Student teachers must be able to: 1 develop sample schemes of work using a syllabus and teachers guides	**Schemes of work** (2 hours)	• comparing teachers' guides , learners book and the syllabus • analysing the components of *schemes of work* • discussing the purposes of *schemes of work* • identifying factors to be considered when preparing schemes of work • preparing schemes of work • analysing samples of schemes of work from various learning areas	• think-pair-share • quick write • paired brainstorming • discussion • oral questions and answers • group work • written exercises • demonstration • observation • self-assessment • peer assessment	• samples of schemes of work • school and year calendars • syllabuses • flip charts • markers • rulers • specialist teachers • sign language interpreters

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 a lesson plan.	Student teachers must be able to: 1 prepare lesson plans using syllabus and schemes of work	**Lesson plan** (3 hours)	• describing components of a lesson plan • discussing the purposes of a lesson plan • identifying factors to be considered when preparing a lesson plan • developing a lesson plan using syllabus and schemes of work • demonstrating teaching (lecture) using a lesson plan • micro-teaching using the developed a lesson plan • practicing '*lesson*	• mix/freeze/pair • quick write • oral questions and answers • pair work • discussion • group work • jigsaw • written exercises • demonstration	• sample lesson plans • textbooks • hand books • checklists • flip charts • portfolios • markers • rulers • specialist teachers

Assessment standard	Success criteria	Topic	Suggested teaching, learning and assessment activities	Suggested teaching, learning and assessment methods	Suggested teaching, learning and assessment resources
			evaluation' • conducting feedback sessions on the practiced lessons		
We will know this when student teachers are able to demonstrate an understanding of records of work.	Student teachers must be able to: 1 prepare samples of records of work	**Records of work** (1 hour)	• explaining the purpose of records of work • describing components of records of work • writing sample records of work • discussing how to use information in records of work to plan next steps in learning	• paired brainstorming • oral questions and answers • discussion • observation • group work • written exercises • demonstration • free write	• samples of schemes of work • samples of records of work • evaluated lesson plans • flip charts • markers

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 skills for lower primary.	Student teachers must be able to: 1 analyse teaching skills	**Teaching skills for lower primary** (9 hours)	• observing a lesson in lower primary (either live or video) • identifying teaching skills in the observed lessons. • demonstrating (lecturer) teaching skills • describing guiding principles of teaching skills for lower primary • developing an appraisal guide for each teaching skill • observing teaching skills at demonstration school	• lesson observation and evaluation • demonstration • quiz • pair work • question and answer • explanation • group discussion • question and answer • think ink pair share • micro teaching • peer assessment	• actual or filmed lessons • teachers' guides and learners' books • appraisal guide for each teaching skill • students' prior knowledge •

Assessment standard	Success criteria	Topic	Suggested teaching, learning and assessment activities	Suggested teaching, learning and assessment methods	Suggested teaching, learning and assessment resources
	2 apply teaching skills in micro-teaching lessons		• micro-teaching using the teaching skills • observing micro-teaching lessons of fellow students • analysing the teaching skills by using the appraisal guide		
We will know this when student teachers are able to demonstrate an understanding of various teaching and learning methods for lower primary.	Student teachers must be able to: 1 reflect on a range of teaching methods their teachers used and their implications on learning	**Teaching and learning methods for lower primary** (10 hours)	• analysing methods their teachers used and their implications on learning • observing a lesson in lower primary and identifying teaching methods used • evaluating observed lessons	• demonstration • discussion • question and answer • whole class discussion • peer teaching • individual work • micro-teaching • self-assessment • peer assessment	• filmed lessons • teachers' guides and learners' books

Assessment standard	Success criteria	Topic	Suggested teaching, learning and assessment activities	Suggested teaching, learning and assessment methods	Suggested teaching, learning and assessment resources
			• modelling (lecturer) teaching and learning methods for lower primary • discussing different teaching methods and their implications for learning • identifying teaching and learning methods (including critical thinking strategies) in selected lessons from learners' books and teachers' guides	• group discussion • explanation • pair work	
	2 apply teaching and learning methods during micro-teaching		• micro-teaching with focus on application of particular teaching and learning methods		

Assessment standard	Success criteria	Topic	Suggested teaching, learning and assessment activities	Suggested teaching, learning and assessment methods	Suggested teaching, learning and assessment resources
	3 analyse teaching and learning methods and their appropriateness for teaching lower primary		• conducting feedback-sessions on the use of teaching and learning methods • discussing teaching and learning methods appropriate for lower primary • discussing how to match teaching and learning methods to the learners in lower primary • relating appropriateness of methods for lower primary to knowledge about child development and learning needs of children • analysing the		

Assessment standard	Success criteria	Topic	Suggested teaching, learning and assessment activities	Suggested teaching, learning and assessment methods	Suggested teaching, learning and assessment resources
	4 apply methods on how to teach large classes		strengths and limitations of each teaching and learning method • observing a lesson in a large class and analysing methods the teacher used (eg strategies for managing large classes) • interviewing an experienced teacher on methods they use when teaching large classes • practising methods for teaching large classes		

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 development and use of teaching and learning resources	Student teachers must be able to: 1 develop teaching and learning resources for all learning areas for Standard 1-4 using local environment – TALULAR	**Teaching and learning resources for lower primary** (7 hours)	• discovering own preferred learning style and teaching and learning resources • reflecting on instances of their own learning which was helped by having TLM • reflecting how their own teachers used teaching and learning resources • discussing value of teaching and learning resources in effective learning • observing lessons with focus on the use of teaching and	• lesson observation • give one-take one • whole class discussion • think-ink-pair-share • explanation • demonstration • question and answer • practical work • micro-teaching • self-assessment • peer assessment • group assessment	• filmed lessons • sample of TALULAR resources • local environment • teachers' guides and learners books Std 1-4 • materials for making aids from local resources (scissors, papers, crayons, rulers, string glue, cello tape

Assessment standard	Success criteria	Topic	Suggested teaching, learning and assessment activities	Suggested teaching, learning and assessment methods	Suggested teaching, learning and assessment resources
			learning resources from different learning areas • analysing the use of teaching and learning resources during lesson delivery • discussing qualities of effective teaching and learning resources for lower primary • introducing the concept of TALULAR • developing teaching and learning resources for a specific topic from Standard 1-4 • analysing the quality of teaching and		

Assessment standard	Success criteria	Topic	Suggested teaching, learning and assessment activities	Suggested teaching, learning and assessment methods	Suggested teaching, learning and assessment resources
	2 use the teaching and learning resources in micro-teaching and evaluate themselves		learning resources the developed • using teaching and learning materials developed during micro-teaching • interviewing their micro-teaching peers on how the TLM helped in their learning		

Year 1 Term 2

Core element: Learning and teaching

Core element outcome: The student teacher will be able to demonstrate an understanding of the linkages between child development, the nature of learning and individual learning needs and utilise a variety of teaching methods, resources and skills in different situations, in order to facilitate learning within psychomotor, affective and cognitive domains (holistic 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: • demonstrate an understanding of child/adolescent development in upper classes	Student teachers must be able to: 1 analyse specific characteristics and abilities of standard 5-8 learners and their implications for teaching and learning	**Child development and learning in upper primary** (4 hours)	• reflecting on own learning experiences when they were in standards 5-8 • discussing specific characteristics of learners in upper primary • examining factors that influence child development in upper primary such as peers • relating abilities of	• group discussions • case studies • discussion • peer assessment	• students' prior knowledge • internet • teachers' guides and learners books for Standards 5-8

Assessment standard	Success criteria	Topic	Suggested teaching, learning and assessment activities	Suggested teaching, learning and assessment methods	Suggested teaching, learning and assessment resources
			standard 5-8 learners to stages of child development • discussing the learning needs of learners in upper primary • discussing how teachers can address the needs of learners in upper primary learners		
We will know this when student teachers are able to demonstrate an understanding of teaching skills	Student teachers must be able to: 1 compare the use of teaching skills in lower and upper primary	**Teaching skills for upper primary** (3 hours)	• observing a lesson in lower and upper primary focusing on teaching skills • comparing and contrasting the observed lessons, with a focus on the teaching skills	• lesson observation • bus stop • group work • explanation • peer teaching, • self-assessment • peer assessment	• appraisal guide for each teaching skill • teachers' guides and learners' books • filmed lessons

Assessment standard	Success criteria	Topic	Suggested teaching, learning and assessment activities	Suggested teaching, learning and assessment methods	Suggested teaching, learning and assessment resources
			• analysing implications of each teaching skill for the teaching in upper classes • practicing teaching skills in upper and lower primary		
We will know this when student teachers are able to apply various teaching methods for upper classes and analyse the link between teaching methods and success criteria/content	Student teachers must be able to: 1 analyse the appropriateness of teaching and learning methods for teaching upper primary	**Teaching and learning methods for upper primary** (5 hours)	• relating the appropriateness of methods for upper primary to knowledge about child development and learning needs of learners in upper primary • demonstrating (lecturer) teaching and learning methods for upper primary	• demonstration • discussion • question and answer • whole class discussion • individual work • micro-teaching • self-assessment • peer assessment • group discussion • question and answer	• teachers' guides and learners' books • filmed lessons • checklist

Assessment standard	Success criteria	Topic	Suggested teaching, learning and assessment activities	Suggested teaching, learning and assessment methods	Suggested teaching, learning and assessment resources
			• observing a lesson in upper primary with a focus on the use of teaching methods • evaluating observed lessons • conducting micro-teaching with a focus on teaching and learning methods	• demonstration • pair work	
We will know this when student teachers are able to demonstrate an understanding of the use and development of teaching and learning (T/L) resources	Student teachers must be able to: 1 develop T/L resources for all learning areas for Standards 5-8 using local environment – TALULAR	**Teaching and learning resources for upper primary** (4 hours)	• developing teaching and learning resources for a specific topic from Standard 5-8 • analysing the quality of teaching and learning resources they developed	• practical work • micro-teaching • self-assessment • peer assessment • group discussion • demonstration	• filmed lessons • samples of TALULAR resources • local environment • teachers' guides and learners' books for Standard 5-8 • samples of interest centres

Assessment standard	Success criteria	Topic	Suggested teaching, learning and assessment activities	Suggested teaching, learning and assessment methods	Suggested teaching, learning and assessment resources
	2 use the T/L resources in micro-teaching and evaluate themselves		• using teaching and learning resources during micro-teaching • reflecting on the use of teaching and learning resources		

Core element: Assessment for learning and assessment of learning

Core element outcome: The student teacher will be able to demonstrate an understanding of the importance and forms of assessment for learning and of learning and how to construct tools, administer assessment and use assessment results for various purposes.

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 assessment	Student teachers must be able to: 1 justify the purpose of assessment in the teaching and learning process 2 describe the use of different types of assessment	**Assessment** (2 hours)	• reflecting own experiences of being assessed • discussing the concept of assessment • exploring reasons for assessment by using different texts • distinguishing assessment for learning and assessment of learning • comparing this approach with view of 'assessment as feedback'	• discussion • question and answer • group work • assignments • debate • written exercises • t-chart • think-pair-share • mix-freeze-pair • walk around/ talk around	• internet • flip charts • markers • handout notes • samples of summative and formative assessment papers • PCAR assessment guidelines • copies of PCAR curriculum and assessment framework

Assessment standard	Success criteria	Topic	Suggested teaching, learning and assessment activities	Suggested teaching learning and assessment methods	Suggested teaching, learning and assessment resources
			• discussing forms of assessment • discussing how continuous and summative assessments are conducted		
We will know this when student teachers are able to demonstrate an understanding of assessment tools of learning and for learning	Student teachers must be able to: 1 develop assessment tools	**Assessment tools** (6 hours)	• identifying assessment tools, such as checklists, rubrics, test papers • explaining the purpose of each assessment tool • constructing assessment items, guided by simplified, revised blooms' taxonomy • constructing assessment tools	• pens in the middle/mix freeze pairs • bus stop • one stays three stray • question and answer • observation • demonstration • assignments • projects • case studies • examinations • flashlight	• internet • handout notes • sample checklists • sample portfolios • sample test items • sample marking schemes • sample rating scales • sample 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
	2 analyse the quality of assessment tools for different purposes 3 compute continuous and summative assessment for annual evaluation		• analysing assessment tools • analysing a marking key • identifying appropriate assessments for use with diverse needs • practising how to use assessment tools • interpreting the results of assessment • discussing the weighting of continuous assessment in infant, junior and senior sections of the primary schools • processing continuous and summative assessment for termly and annual evaluation	• ball game • question box • hot seating	• sample scoring rubric • sample checklists • sample record books, report cards and profile • flip charts • markers • report cards • calculators • computers • specialist teachers • sign language interpreters • copies of PCAR framework

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 effective ways of assessing learners in the lower and upper primary	Student teachers must be able to: 1 compare and contrast ways of assessing learners in lower and upper primary	**Assessment of learners in lower and upper primary** (2 hours)	• discussing appropriate ways for assessing learners of lower and upper primary • relating each of the ways of assessing learners to knowledge of child development, individual differences and factors that influences child development • analysing assessment arrangements in PCAR framework for lower and upper primary	• walk around talk around • jigsaw • paired reading, • paired summarising • INSERT • research	• copies of PCAR framework • copies of PCAR assessment framework • specialist teachers

Core element: Inclusive education, special needs education and gender

Core element outcome: The student teacher will be able to demonstrate an understanding of inclusive education, special needs education and gender and how these affect teaching, learning and assessment.

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 inclusive education and special needs education.	Student teachers must be able to: 1 reflect on own individual learning experiences	**Inclusive education** (5 hours)	• analysing own positive and negative experiences concerning learning as a child • discussing situations where children are discriminated and excluded • conducting a self-awareness exercise on inclusion/exclusion • discussing child studies results conducted in term one with focus on individual differences	• think-pair-share • pencils in the middle • jig saw • authors' chair • case study • survey • question and answer • group work • research • self-study	• flip charts • markers • resource persons • student teachers' experiences • Disability Act

Assessment standard	Success criteria	Topic	Suggested teaching, learning and assessment activities	Suggested, teaching, learning, and assessment methods	Suggested teaching, learning and assessment resources
	2 compare concepts of inclusive education to concepts of special needs education		- analysing the concepts of inclusive education (terms, purpose, characteristics) - discussing the concept of special needs education (terms, models, purpose, characteristics) - comparing the concepts of inclusive education with special needs education		

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 learners' diversity in a classroom	Student teachers must be able to: 1 identify diverse needs of primary school learners	**Learners' diversity in a classroom** (6 hours)	• observing a lesson with focus on learners' diversity • interviewing a teacher on learners' diversity in the classroom • discussing results of observation and interviews • exploring ways of identifying the diversity of learners (eg learning difficulties, visual impairment, hearing impairment) and the challenges in identification in a classroom	• one stay three stray • jigsaw • ball game • observation • group work • educational visits • question and answer • peer assessment • self-assessment • research	• flip charts • resource persons • students' experiences • interview guide • checklist • internet

Assessment standard	Success criteria	Topic	Suggested teaching, learning and assessment activities	Suggested, teaching, learning, and assessment methods	Suggested teaching, learning and assessment resources
	2 develop basic tools for identification of learner diversity 3 use tools for identification of learner diversity		• analysing steps in the identification process of learner diversity • designing basic tools for learner diversity identification • analysing the quality of the tools for identification of learners • practising the identification of learner diversity in a classroom using the tools developed		

Assessment standard	Success criteria	Topic	Suggested teaching, learning and assessment activities	Suggested, teaching, learning, and assessment methods	Suggested teaching, learning and assessment resources
	4 identifying ways of supporting learners with diverse needs		• sharing experiences with identifying learner diversity • researching on ways of supporting learners with diverse needs • discussing the findings of the research		

Core element:　　　　Information and communication technology as a tool for teaching and learning

Core element outcome:　　The student teacher will be able to demonstrate an understanding of the purpose and use of ICT and apply it in research, teaching, learning and assessment process.

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 purpose of information and communication technology in teaching, learning and assessment.	Student teachers must be able to: 1　analyse basic concepts of ICT and related terminologies	**ICT in teaching, learning and assessment** (3 hours)	• conducting a research on the meaning of ICT and the related terminologies: ICT and ICTs, data and information, information processing cycle, hardware and software, input, processing, output, storage devices, application software • making presentations on the research findings	• self-reflection • explanation • quick write • whole class discussion • question and answer • observations • research • brainstorming • jig-saw • research	• reflective tasks • students' experiences • smart phones • social media • storage devices • LCD projector • input and output devices • offline MS student Encarta • internet

Assessment standard	Success criteria	Topic	Suggested teaching, learning and assessment activities	Suggested teaching, learning and assessment methods	Suggested teaching, learning and assessment resources
	2 evaluate the role of ICT in education, society and economy		• analysing the positive and negative impacts of ICT in educational, social and economic sectors • discussing the various advantages of ICT in teaching and learning		

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 text editors and their use in teaching, learning and assessment.	Student teachers must be able to: 1 use word processing package to teach and assess learners	**Text editors for teaching, learning and assessment** (4 hours)	• producing a document titled *Reflecting on teaching profession* • editing and formatting the already saved *Reflecting on teaching profession* through tracking changes, accepting and rejecting changes • inserting tables, symbols, pictures or images in a word document, for example, a **test item** • producing a *lesson plan* on a given topic in a specific learning area	• observation • brainstorming • self-reflection • group work • practice • online research • peer assessment	• learners' experiences • computers • word processing packages • LCD projectors • smart phones • teachers' guides and learners books

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 use mobile devices for teaching, learning and assessment.	Student teachers must be able to: 1 use mobile devices for research, teaching, learning and assessment	**Use of mobile devices in research, teaching, learning and assessment** (4 hours)	• exploring functions of different mobile devices • discussing uses of different learning applications • searching applications for research, teaching, learning and assessment • using applications for research, teaching, learning and assessment	• discussion • think-pair-share • walk around-talk around • question and answer	• smart phones • tablets • LCD projectors

Year 2 Term 2

Core element: Learning and teaching

Core element outcome: The student teacher will be able to demonstrate an understanding of the linkages between child development, the nature of learning and individual learning needs and utilise a variety of teaching methods, resources and skills in different situations, in order to facilitate learning within psychomotor, affective and cognitive domains (holistic 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 analyse their strengths and weaknesses on the use of teaching and learning methods	Student teachers must be able to 1 evaluate teaching and learning methods they used during teaching practice	**Reflection on experiences of using a variety of teaching and learning methods** (9 hours)	• analysing own strengths and areas for improvement in the use of teaching and learning methods • discussing appropriateness of the methods they used for lower and upper primary learners • observing appropriate use of teaching methods	• self-assessment • group discussion • pair discussion • lesson observation • peer assessment	• reflective tasks • Critical thinking methods handbook • Teachers' guides and learners book

Assessment standard	Success criteria	Topic	Suggested teaching, learning and assessment activities	Suggested teaching learning and assessment methods	Suggested teaching, learning and assessment resources
			modelled by (lecturer) • improving the use of teaching methods through micro-teaching		
We will know this when student teachers are able to: • analyse their strengths and weaknesses on using teaching skills	Student teachers must be able to 1 analyse own strengths and areas for improvement in the use of teaching skills in lower and upper primary	**Reflection on experiences in the use of teaching skills** (9 hours)	• evaluating themselves on using teaching skills in lower and upper primary • discussing the strengths and areas for improvement • conducting literature review on teaching skills • making presentations on the findings of a literature review • practising teaching skills through micro-teaching • conducting feedback sessions on the micro-lessons	• pair work • group discussions • microteaching • self-assessment • peer assessment • expert groups • research	• reflective task • leaflets of guiding principles of teaching skills • resource persons • internet

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 analyse the teaching and learning materials developed and used	Student teachers must be able to: 1 analyse the appropriateness of the teaching resources developed during teaching practice 2 evaluate themselves on utilisation of teaching and learning resources	**Reflection on development and use of teaching and learning resources during teaching practice** (8 hours)	• reflect on the teaching and learning resources used during teaching practice • analysing the appropriateness of teaching and learning resources they developed during teaching practice • analysing own strengths and areas for improvement in the utilisation of teaching and learning resources • identifying own learning needs on the development and utilisation of teaching and learning resources • observing a lesson (by	• self-assessment • group discussion • peer assessment • gallery walk	• reflective tasks • T/L resources developed during teaching practice • raised diagrams • large print • bright coloured materials

Assessment standard	Success criteria	Topic	Suggested teaching, learning and assessment activities	Suggested teaching learning and assessment methods	Suggested teaching, learning and assessment resources
			lecturer) on the appropriateness of teaching and learning resources for learners with diverse learning needs • analysing appropriateness of teaching and learning resources for learners with diverse learning needs		
We will know this when student teachers are able to reflect on their own schemes of work, lesson plans and records of work	Student teachers must be able to: 1 evaluate teaching documents and records of work produced during teaching practice	**Reflection on own schemes of work, lesson plans and records of work** (7 hours)	• analysing the strengths and challenges they experienced on writing schemes of work • analysing experiences they had on lesson plans • assessing records of work	• self-assessment • group discussion • peer-assessment • walk around talk around • panel discussion	• checklists on schemes • checklists on lesson plans • checklists on records of work • sample schemes of work, lesson plans and records of work

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 demonstrate an understanding of how to teach and manage large classes	Student teachers must be able to: 1 analyse strategies of teaching and managing large classes 2 apply strategies of teaching and managing large classes	**Teaching and managing large classes** (6 hours)	• reflecting on the teaching of large classes • researching on appropriate strategies for teaching and managing large classes • presenting research findings on teaching and managing large classes • practising strategies for teaching and managing large classes in a demonstration school	• think ink pair share • using a resource person • micro-teaching • peer assessment	• resource person • internet • teachers' guides and learners books • filmed lesson on large classes

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 cognitive changes in children.	Student teachers must be able to: 1 relate knowledge of cognitive development to the teaching and learning in lower and upper primary	**Cognitive child development** (10 hours)	• discussing own experiences with cognitive abilities of learners in lower and upper primary • exploring cognitive changes in children • researching theories of cognitive development (Piaget, Brunner) • sharing research findings on theories of cognitive development • exploring implications of knowledge about child development to teaching and learning in lower and upper primary	• mix-freeze-pair • KWL • one stay three stray • research • jig-saw • INSERT • experiment • mind mapping	• charts • markers • internet • pictures of children depicting different stages of child development

Core element: Assessment for learning and of learning

Core element outcome: The student teacher will be able to demonstrate an understanding of the importance and forms of assessment for learning and of learning and how to construct tools, administer assessment and use assessment results for various purposes.

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 evaluate their own performance concerning assessment for learning and assessment of learning.	Student teachers must be able to: 1 evaluate own assessment items and tools used during Teaching Practice 2 identify areas for self-improvement in the use of assessment based on teaching practice experiences	**Reflection on assessment after teaching practice** (6 hours)	• sharing experiences on assessment during teaching practice • analysing assessments items and tools used during TP • evaluating strengths and challenges experienced with assessment of learning and for learning • discussing ways of dealing with the challenges experienced with assessment during teaching practice	• walk around and talk around • free write • author's chair • group discussion • T-chart • gallery walk • card collection and clustering • self-assessment • peer assessment • group assessment	• hand out on Bloom's taxonomy • teaching practice reports • samples of assessments done during TP • samples of assessment tools • teachers' guides and learners books

Assessment standard	Success criteria	Topic	Suggested teaching, learning and assessment activities	Suggested teaching learning and assessment methods	Suggested teaching, learning and assessment resources
			• practicing development of assessment items and tools		

Core element: Information and communication technology as a tool for teaching and learning

Core element outcome: The student teacher will be able to demonstrate an understanding of the purpose and use of ICT and apply it in research, teaching, learning and assessment process.

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 internet and its use for research, teaching, learning and assessment.	Student teachers must be able to: 1 find useful information on the internet using common browsers	**Accessing information from the internet for teaching, learning and assessment purposes** (2 hours)	• familiarising with search engines to access and download information for teaching and learning search • browsing for correct and relevant information • transferring information from internet to local storage devices	• observation • group work • practice • whole class discussion • question and answer • explanation • demonstration • research • mix-freeze pair-share	• computer systems • students' experiences • search engines • LCD Projector • smart phones • offline student encarta • internet • a list of common browsers

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 use of internet and apply the knowledge in teaching, learning and assessment.	Student teachers must be able to: 1 use internet to send and receive e-mails 2 exploit internet to communicate using social media in classroom and outside	**Internet for communication in teaching, learning and assessment** (2 hours)	• familiarising with internet to communicate • creating an e- mail account • composing, sending and receiving e-mails • attaching assignments/ documents eg *test item document to lecturer* • using different social media to enhance teaching and learning eg w*hole class discussion, small group discussion through facebook, skype, yahoo messenger, whatsapp, twitter, we-chat* • discussing strengths and challenges of ICTs in everyday life and in teaching and learning	• observation • group work • practice • demonstration • discussion • research • question and answer • INSERT • self-assessment • peer assessment	• computer system • internet facility • social media • mobile devices • LCD projector • internet • text • storage devices

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 use of spreadsheet application in teaching, learning and assessment.	Student teachers must be able to: 1 utilise spreadsheet applications in teaching, learning and assessment	**Teaching, learning and assessment using spreadsheet application** (4 hours)	• familiarising with the common concepts and related terminologies in Spreadsheet packages: eg cells, rows, columns, worksheet, workbook, cell referencing • creating and saving worksheet: *learners' progress records* • using formulae and functions in a worksheet to *calculate the continuous assessment and summative assessment grades*: formula-operational signs, function-average, percentage, sum, auto sum, range, count, sorting • interpreting data from the students' scholastic	• observation • group work • practice • think-pair-share • self-assessment • peer assement	• computer systems • spreadsheet packages • LCD projectors • printers

Assessment standard	Success criteria	Topic	Suggested teaching, learning and assessment activities	Suggested teaching, learning and assessment methods	Suggested teaching, learning and assessment resources
			worksheets • editing and formatting *student assessment grade* worksheet with different options		
We will know this when student teachers are able to demonstrate an understanding of the use presentations in teaching, learning and assessment.	Student teachers must be able to: 1 exploit presentation application for teaching, learning and assessment	**Teaching, learning and assessment using presentation application** (3 hours)	• familiarising with the different terminologies in a presentation application: master slide, slide show, slide transaction • discussing guidelines for producing quality presentations • observing a lecturer presenting a lesson using power point • producing presentation for micro teaching • staging a *micro lesson* using a presentation • enriching the saved	• brainstorming • observation • group work • practice • think pair share • whole class discussion • self-assessment • peer assessment	• computer systems • presentation packages • sample presentations • LCD projectors • checklists

Assessment standard	Success criteria	Topic	Suggested teaching, learning and assessment activities	Suggested teaching, learning and assessment methods	Suggested teaching, learning and assessment resources
			presentation to fit both visually and hearing impaired students eg by embedding video and audio clips • discussing the strengths and challenges of using electronic presentations in teaching and learning • Suggesting mitigation factors to the challenges		

Year 2 Term 3

Core element: Education policies, leadership and guidance and counselling in the education system
Core element outcome: The student teacher will be able to demonstrate an understanding of the purpose of educational
management, leadership, policy and guidance and counseling in the education system.

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 administrative structure of the education system.	Student teachers must be able to: 1 analyse the relationship between stakeholders at different levels of administrative structure	**Administrative structure of the education system** (3 hours)	• reflecting on experiences with administrative structure of the education system • representing personal knowledge of education system structure through drawing diagrams • comparing diagrams to derive composite picture of actual structure • matching role descriptions to various posts in the education system,	• brainstorming • think-pair-share • mix-freeze-pair • gallery walk • jig saw • discussion • group work • research • mind mapping • question and answer	• decentralisation policy document • diagrams showing the Malawi education system structure • cards with roles of MoEST posts • written description of MoEST HQ

Assessment standard	Success criteria	Topic	Suggested teaching, learning and assessment activities	Suggested teaching, learning and assessment methods	Suggested teaching, learning and assessment resources
			including EDM, DEM, PEA, school head, section head and key teachers • summarising a passage on departments in Ministry of Education, science and technology		departments • Teacher Development Centre (TDC) manual s • handbooks • flow diagrams • chart paper • markers • internet • resource persons
We will know this when student teachers are able to demonstrate an understanding of educational management.	Student teacher must be able to: 1 explain principles of educational management	**Educational management** (4 hours)	• discussing different components of educational management such as management of change, personnel, conflict, resources and curriculum • discussing the purpose of educational management	• brainstorming • discussion • group work • teacher assessment • question and answer • assignments	• case studies • chart paper • markers • internet • 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 relate principles of educational management to experiences during teaching practice		• describing major principles of educational management • conducting research on application of principles of management in schools • presenting research results • discussing research results	• research • bus stop • think ink pair share • walk around and talk	
We will know this when student teachers are able to demonstrate an understanding of educational leadership.	Student teacher must be able to: 1 evaluate the effectiveness of different leadership styles for different purposes	**Educational leadership** (5 hours)	• discussing characteristics of a leader • explaining educational leadership • analysing purposes of educational leadership • discussing different leadership styles • analysing different leadership styles in schools	• brainstorming • question and answer • discussion • debate • analytical team • group work • case studies • making a stand • flashlight	• student teachers' experiences • case study extracts • administration handbooks • flip charts • markers

Assessment standard	Success criteria	Topic	Suggested teaching, learning and assessment activities	Suggested teaching, learning and assessment methods	Suggested teaching, learning and assessment resources
			• analysing a case study on school leadership • relating leadership to management		
We will know this when student teachers are able to demonstrate an understanding of a school and its relationship with the community.	Student teachers must be able to: 1 describe roles and functions of School committees (SMC, PTA, mother groups)	**The school and the community** (4 hours)	• discussing composition, tenure, roles and functions of School Management Committees (SMCs), Parents Teachers Association (PTAs) and Mother Groups • describing roles and functions of school management committees, Parents Teachers Association and Mother Groups	• observations • discussions • reflective discussions • question and answer • brainstorming • reporting • discussion • question and answer • group work • teacher assessment • assignment	• extracts from PSIP on committee compositions, tenure, and roles and functions • demonstration school • flip charts • guidelines for SIP • markers • Malawi Education Act • specialist teacher

Assessment standard	Success criteria	Topic	Suggested teaching, learning and assessment activities	Suggested teaching, learning and assessment methods	Suggested teaching, learning and assessment resources
	2 develop a School Improvement Plan (SIP)		• discussing the concept of School Improvement Plan (SIP) • conducting school-based research on how to develop a SIP • discussing the findings of the research • developing a school improvement plan		• administration handbooks • resource persons • samples of a SIP
We will know this when student teachers are able to demonstrate an understanding of record management.	Student teachers must be able to: 1 analyse different school records 2 use school records for appropriate purposes	**Record management** (4 hours)	• listing records, they kept during teaching practice • analysing different types of school records • explaining the purpose of each type of school record • discussing how best to manage school records • discussing the importance of proper record management	• brainstorming • discussion • question and answer • group work • teacher assessment • written exercises • assignments • bus stop • walk around talk	• sample school records • chart paper • markers • note books • computer • specialist teacher • sign language interpreter • resource

Assessment standard	Success criteria	Topic	Suggested teaching, learning and assessment activities	Suggested teaching, learning and assessment methods	Suggested teaching, learning and assessment resources
				around • quick write	persons • Administration handbook
We will know this when student teachers are able to demonstrate an understanding of education policies.	Student teachers must be able to: 1 relate some education policies to real school experience 2 evaluate the performance of their teaching practice school in relation to the National Education standards	**Education policies** (6 hours)	• analysing the constitution on aspects of education • analysing the Education act • analysing other relevant policies and how they relate to the teaching profession • assessing the teaching practice school on performance in relation to the national education standards • assessing the extent to which their learners reached the required learning outcomes defined in the national education standards	• discussion • document analysis • research • self-assessment • group work • debate • quick write • written exercises • project	• relevant policies such as constitution of the Republic of Malawi, Education Act 2013, National Education Standards • 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
			• assess themselves if they met the standards on teaching process • analysing the relationship between standards on learning outcomes and the teaching process		

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 Government Teaching Service Regulations	Student teachers must be able to: 1 relate Government Teaching Service Regulations to school situations	**Government Teaching Service Regulations** (2 hours)	• analysing government teaching service regulations • recognising the applications of government teaching service regulations in school scenarios • role playing school situations where government teaching service regulations are violated and formulate a way forward	• role play • teacher assessment • student teacher assessment • discussion	• case study extracts • government teaching service regulations • school scenarios (case studies) • resource person • student teachers • specialist teacher • Constitution of Malawi • Malawi Public Service Regulations • Labour Act

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 "guidance and counselling"	Student teachers must be able to: 1 distinguish between giving advice, guidance and counselling 2 identify when it would be appropriate to use counselling techniques	**Guidance and counselling** (8 hours)	• reflecting on cases in which they gave and were given guidance and counselling • discussing the difference between giving advice, guidance and counselling • discussing counselling techniques • developing cases for guidance and counselling • role-playing counselling techniques • discussing the skills of an effective counsellor • analysing the process of counselling and guidance • identifying challenges of guidance and counselling • finding solutions for	• mix-freeze-pairs • free write • m-chart • case studies • role-play	• textbooks • videos • tapes • flip charts • markers • boards • counsellors • internet • specialist teachers • sign language interpreters • case study extracts

Assessment standard	Success criteria	Topic	Suggested teaching, learning and assessment activities	Suggested teaching, learning and assessment methods	Suggested teaching, learning and assessment resources
			challenges • designing guidance programmes in schools		

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 inclusive education practices	Student teachers must be able to: 1 compare common practices in schools to inclusive school practices	**Inclusive practices in schools** (5 hours)	• discussing common practices in schools • identifying inclusive practices out of the common practices • developing an observation tool • observing common school practices in schools and inclusive school practices *(like methods, resources, seating arrangement)* • comparing observed common school practices to inclusive school practices	• think-pair-share • pencils in the middle • jig saw • authors' chair • case study • survey • question and answer • group work • observation	• flip charts • markers • resource persons • reference materials • student teachers' experiences • videos

Assessment standard	Success criteria	Topic	Suggested teaching, learning and assessment activities	Suggested, teaching, learning, and assessment methods	Suggested teaching, learning and assessment resources
	2 apply inclusive practices in a classroom situation		• applying inclusive practices in a classroom situation through micro-teaching • discussing micro-lessons		
We will know this when student teachers are able demonstrate an understanding of an Individualised Educational Plan (IEP)	Student teachers must be able to: 1 develop an individualised education plan 2 use an individualised education plan	**Individualised educational plan** (3 hours)	• compiling case studies on special needs education • describing components of an IEP • developing an IEP for an identified learner at demonstration school • observing a lesson on the use of IEP at a nearby school • micro-teach using IEP	• group discussion • case study • educational visits • writing exercise • dual entry diary • m-chart • KWL • one stay 3 stray • free write	• case study extracts • student teachers' experiences • sample IEPs • markers • specialist teachers • video tapes • sourcebooks

Core element: Inclusive education, special needs education and gender

Core element outcome: The student teacher will be able to demonstrate an understanding of inclusive education, special needs education and gender and how these affect teaching, learning and assessment.

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 benefits inclusive education.	Student teachers must be able to: 1 relate the benefits for inclusive education in schools to own experiences	**Benefits of inclusive education** (2 hours)	• reflecting on experiences on inclusive education during teaching practice (successes and challenges; tasks on inclusive education) • researching on the benefits of inclusive education • sharing findings on research conducted • relating the benefits for inclusive education to own experiences	• think-pair-share • pencils in the middle • jig saw • authors' chair • case study • survey • question and answer • group work • research • self-study • peer assessment	• flip charts • markers • resource persons • student teachers' experiences • copies of Disability Act • internet

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 barriers to inclusive education.	Student teachers must be able to: 1 analyse barriers to inclusive education 2 examine different ways to overcome the barriers to inclusive education	**Barriers of inclusive education** (3 hours)	• reflecting on own experiences with the barriers to inclusive education in schools (eg discrimination, stigmatisation) • researching on ways for overcoming the barriers to inclusive education in schools • discussing findings of a research	• think-pair-share • pencils in the middle • jig saw • authors' chair • question and answer • group discussions • research	• flip charts • markers • resource person • student teachers' experiences • case study extracts
We will know this when student teachers are able to evaluate interventions projects for inclusive education.	Student teachers must be able to: 1 develop an intervention plan	**Interventions in inclusive education** (4 hours)	• identifying diverse needs of learners in case studies • planning different interventions for learners of the case studies	• INSERT • think-pair-share • research	• case studies • resource persons • concepts of projects • videos

Assessment standard	Success criteria	Topic	Suggested teaching, learning and assessment activities	Suggested, teaching, learning, and assessment methods	Suggested teaching, learning and assessment resources
	2 evaluate different projects (resource rooms, projects of NGOs)		• researching on different interventions appropriate for learners with diverse needs (eg projects on inclusive education, resources rooms, primary school improvement programme, school feeding programme) • analysing research results • presenting results from the research		
We will know this when student teachers are able to demonstrate an understanding of the roles of various stakeholders in inclusive education in Malawi.	Student teachers must be able to: 1 examine the roles of various stakeholders in inclusive education in Malawi	**Roles of various stakeholders in inclusive education** (2 hours)	• reflecting on own roles as stakeholders in inclusive education in Malawi • analysing the roles of various stakeholders in inclusive education in Malawi • discussing how the roles	• think-pair-share • pencils in the middle • jig saw • authors' chair • case study • research • question and	• flip charts markers • resource person • student teachers' experiences • case studies

Assessment standard	Success criteria	Topic	Suggested teaching, learning and assessment activities	Suggested, teaching, learning, and assessment methods	Suggested teaching, learning and assessment resources
			of various stakeholders complement each other	answer • group work • self-assessment	
We will know this when student teachers are able to demonstrate an understanding of national and international policies on inclusive education.	Student teachers must be able to: 1 evaluate key legislative and policy framework for inclusive education in Malawi	**Policies on inclusive education** (3 hours)	• examining key legislative and policy framework/conventions and declarations for inclusive education in Malawi • discussing the implications of inclusive education policies for schools in Malawi	• jigsaw • pens in the middle • INSERT • walk-around-talk-around	• relevant policies, strategies and frameworks (Convention on rights of Children, constitution of Malawi, education act, Salamanca statement, National Education Standards etc)

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 gender in education.	Student teachers must be able to: 1 analyse gender issues in education and their effects 2 evaluate strategies for addressing gender issues in education 3 analyse gender responsive education	**Gender in education** (4 hours)	• comparing gender and sex • exploring gender issues in education and their effects • identifying strategies for addressing gender issues in education • comparing strategies for addressing gender issues in education • discussing aspects of gender responsive education • sharing examples of application of gender responsive education from their experiences during teaching practice	• quick write • pens in the middle • value line • INSERT • one stay three stray • case study • jigsaw • fish bowl	• learners books • teachers' books • charts • markers • students experiences • handbooks • textbooks • case studies

Assessment standard	Success criteria	Topic	Suggested teaching, learning and assessment activities	Suggested, teaching, learning, and assessment methods	Suggested teaching, learning and assessment resources
	4 evaluate gender responsiveness in observed lesson		• developing observation guidelines on gender responsive education • observing a lesson focusing on gender responsive education • evaluate lesson observed		

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