Republic of Malawi

Syllabus for

Initial Primary Teacher Education

English

Ministry of Education, Science and Technology

Syllabus for

Initial Primary Teacher Education

English

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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 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.

Secretary for Education
Ministry of Education, Science and Technology

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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

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

English is a skills subject. In order to communicate successfully in English, students need to practise all the language skills integrated with grammar and critical thinking and reasoning. Teachers are required to integrate them when teaching.
The following are the core elements for English:

Core element	:	Listening
Core element outcome	:	The student teacher will be able to demonstrate an understanding of how s/he will utilise appropriate teaching, learning, assessment and class management strategies. This is to enable the primary school learner to listen attentively and critically understand and respond to others in a wide range of situations through a variety of media.
Core element	:	Speaking
Core element outcome	:	The student teacher will be able to demonstrate an understanding of how s/he will utilise appropriate teaching, learning, assessment, and class management strategies. This is to enable the primary school learner to confidently express his/her own ideas fluently and respond appropriately to others orally in a wide range of situations.
Core element	:	Reading
Core element outcome	:	The student teacher will be able to demonstrate an understanding of how s/he will utilise appropriate teaching, learning, assessment and class management strategies. This is to enable the primary school learner to read fluently and critically understand and respond to different types of texts for enjoyment and information.
Core element	:	Writing
Core element outcome	:	The student teacher will be able to demonstrate an understanding of how s/he will utilise appropriate teaching, learning, assessment and class management strategies. This is to enable the primary school learner to write legible, factual and imaginative texts for a wide range of purposes.
Core element		: Critical thinking and reasoning

Core element outcome   : The student teacher will be able to demonstrate an
understanding of how s/he will utilize appropriate
teaching, earning, assessment and class management
strategies. This is to enable the primary school learner
to
use language to think and reason as well as access,
process and use information for learning.

Scope and sequence

Year 1 Term 1

Core elements	Topics
Reading	1 English language core elements • identifying English language core elements • describing English language core elements and their outcomes
Listening and speaking	2 Teaching of dialogues • describing qualities of a good dialogue • describing procedures for teaching dialogue • practicing teaching dialogues
	3 Classroom discourse • describing different situations for classroom discourse • applying appropriate discourse in different situations for language practice
Reading	4 Teaching of pre-reading activities • describing pre-reading activities • developing pre-reading activities
	5 Teaching of reading • identify the components of reading in English language • describe the main approaches to the teaching of reading
	6 Teaching of phonemic awareness • using appropriate techniques to teach different sounds • assessing phonological awareness • using tools for assessing phonological awareness
	7 Teaching of alphabetic principle • identifying letter sound relationship • describing strategies for teaching alphabetical principle • practicing teaching alphabetic principle using different strategies • assessing alphabetic principle
	8 Teaching of vocabulary • describing techniques for teaching vocabulary • using techniques for teaching vocabulary • assessing vocabulary
	9 Teaching of fluency • describing strategies for teaching fluency • assessing fluency

Core elements	Topics
	10 Teaching of comprehension • describing strategies for teaching comprehension • demonstrating the teaching of comprehension using different strategies • assessing comprehension
	11 Phonology • discriminating English speech sounds • demonstrating effective communication using phonology
Reading	12 Teaching of pre-writing activities • schematising how children develop writing • describing pre-writing activities • using different pre-writing activities effectively
	13 Syllabus, schemes of work, lesson plans lesson notes and records of work • describing contents of the syllabus, teachers' guides and learners' books • interpreting the syllabus into schemes of work • writing systematic lesson plans and lesson notes • completing records of work

Year 1 Term 2

Core elements	Topics
Listening and speaking	1 Teaching listening and speaking • describing techniques for teaching listening and speaking • outlining procedures for different techniques for listening and speaking • practising teaching of listening and speaking using different techniques
Reading	2 Methods of teaching reading • describing different reading methods • preparing resources for teaching reading • using procedures for reading methods
	3 Types of reading • identifying types of reading • explaining the types of reading
	4 Teaching of reading skills • describing reading skills • practising teaching reading skills
	5 Teaching of techniques for vocabulary development • describing techniques for vocabulary development • practising teaching of vocabulary using different techniques
	6 Questioning techniques • describing types of questions • practising formulation of questions
Writing	7 Types of writing • describing types of writing and basic writing skills • practising writing various types of writing
	8 Teaching of writing • describing the techniques for teaching the writing skills • using techniques for teaching writing
Critical thinking and Reasoning	9 Literary analysis • describing literary forms • analysing literary forms in different texts
Structure and use of language	10 Teaching of grammar • describing the approaches for teaching grammar • explaining procedures for teaching grammar • conducting micro lessons on teaching grammar
	11 Error analysis • analysing grammatical errors • preparing remedial exercises

Year 2 Term 2

Core elements	Topics
Critical thinking and reasoning Writing	1 Reflection on the teaching and assessment of components of reading • reflecting on the components of reading • reflecting on assessment tools for components of reading
	2 Reflection on writing schemes, lesson plans, lesson notes and records of work for English • examining challenges on writing scheme, lessons plans, lesson notes and records of work
	3 Reflection on the teaching of parts of speech • reflecting on the teaching of parts of speech
	4 Reflection on error analysis • reflecting on analysis of grammatical errors
Listening and speaking	5 Teaching of listening and speaking skills • identifying techniques for teaching listening and speaking skills • describing procedures of techniques for teaching listening and speaking skills
Reading	6 Teaching how to use supplementary reading materials • describing supplementary reading materials • using supplementary reading materials for wide reading

Year 2 Term 3

Core elements	Topics
Reading	1 Teaching of reading aloud • describing the techniques for teaching reading aloud

Structure and use of language	2 Teaching of types and forms of sentences
	   • identifying types and forms of sentences
	   • describing types and forms of sentences

	3 Teaching of sentence analysis • examining parts of speech and other grammatical items

Critical thinking and reasoning	4 Summary writing
	   • explaining purpose for summarising texts
	   • summarising texts

Writing	5 Writing for professional needs
	   • explaining purpose for professional writing
	   • describing different formats of professional writing

Critical thinking and reasoning	6 Research in education
	   • identifying research elements
	   • describing research elements

	7 Action research • conducting action research
	8 Dissemination of research findings • disseminating research findings

Writing	9 Professional communication
	   • managing professional assemblies and caucuses
	   • practising hospitality

Critical thinking and reasoning	10 Functional writing
	   • describing appropriate wording of adverts
	   • developing adverts for different purposes

Year 1 Term 1

Core element: Reading

Core element outcome: The student teachers will be able to demonstrate an understanding of how they will utilise appropriate teaching, learning, assessment and class management strategies for reading. This is to enable the primary school learner to read fluently and critically understand and respond to different types of texts for enjoyment and information

Assessment Standard	Success criteria	Topic	Suggested teaching and learning activities	Suggested teaching, learning and assessment methodologies	Suggested teaching and learning resources
We will know this when student teachers are able to demonstrate an understanding of language core elements	Student teachers must be able to: • describe the English language core elements and their outcomes	**English language core elements**	• identifying English language core elements • discussing the rationale for English language core elements. • describing each core element and its outcomes.	• group work • explanation • demonstration • discussion • question and answer • pair work • peer assessment • teacher assessment	• textbooks • teachers' guides • chart papers • observation • checklist

Core element: Listening and speaking

Core element outcome: The student teachers will be able to apply and utilise appropriate teaching, learning, assessment and class management strategies for listening and speaking. This is to enable the primary school learner to listen attentively and critically understand and respond to others in a wide range of situations through a variety of media.

Assessment Standard	Success criteria	Topic	Suggested teaching and learning activities	Suggested teaching, learning and assessment methodologies	Suggested teaching and learning resources
We will know this when student teachers are able to apply and use different approaches for language practice	Student teachers must be able to: • describe qualities of a good dialogue • describe procedures for teaching dialogue • practise teaching a dialogue	**Teaching of dialogues**	• defining dialogue. • describing qualities of a good dialogue. • identifying procedures for teaching dialogues. • describing procedures for teaching dialogue. • identifying situations for asking and giving information e.g.	• pair work • demonstration • role play • assimilation • mix-freeze-pair • walk around- talk around • ball bearing • pens-in- the-middle • imitation	• recorded dialogues • cassette recorders • drawings/pictures • sign language interpreters • raised pictures • collection of poems and plays in Braille • questionnaires

Assessment Standard	Success criteria	Topic	Suggested teaching and learning activities	Suggested teaching, learning and assessment methodologies	Suggested teaching and learning resources
			- asking and giving directions - introduction oneself and others - making, accepting and rejecting requests - giving and obeying commands - making prohibitions - giving and following instructions - warning - daily routines - expressing feelings, attitudes and thoughts - apologising - expressing anger - expressing fear - expressing likes and dislikes - expressing approval and disapproval		• different objects for producing sounds e.g. bells, tables, desks, walls, clocks, drums whistle • songs • rhymes • recorded sounds • observation • checklist • sign language interpreters

Assessment Standard	Success criteria	Topic	Suggested teaching and learning activities	Suggested teaching, learning and assessment methodologies	Suggested teaching and learning resources
			- expressing gratitude - expressing happiness and unhappiness - expressing ability and inability - possibility and impossibility - certainty and uncertainty - analysing challenges teachers might have in teaching listening and speaking . - describing strategies employed to address the challenges in teaching listening and speaking. • observing teaching of a dialogue. • practicing teaching a dialogue		

Assessment Standard	Success criteria	Topic	Suggested teaching and learning activities	Suggested teaching, learning and assessment methodologies	Suggested teaching and learning resources
• apply appropriate class discourse in different situations	• describe different situations for classroom discourse • apply appropriate discourse in different situations for language practice	**Classroom discourse**	• exploring situations for classroom discourse • giving examples for different classroom discourse • examining use of classroom discourse • observing use of classroom discourse in authentic situation • practising using classroom discourse	• group work • explanation • demonstration • discussion • question and answer • pair work • peer assessment • teacher assessment •	• observation checklist • cassette recorders • video camera • recorded classroom discourse

Core element: Reading

Core element outcome: The student teachers will be able to demonstrate an understanding of how they will utilise appropriate teaching, learning, assessment and class management strategies for reading. This is to enable the primary school learner to read fluently and critically understand and respond to different types of texts for enjoyment and information.

Assessment Standard	Success criteria	Topic	Suggested teaching and learning activities	Suggested teaching, learning and assessment methodologies	Suggested teaching and learning resources
We will know this when student teachers are able to demonstrate an understanding of how to use pre-reading activities to introduce reading	Student teachers must be able to: • describe pre-reading activities • develop pre-reading activities	**Teaching of Pre-reading activities**	• defining pre-reading activities • brainstorming pre-reading activities • describing pre-reading activities • analysing the meaning and importance of pre-reading activities. • developing pre-reading activities • using pre-reading activities in micro-lesson	• discussion • demonstration • brainstorming • KWL • read-write-read • think-pair-share • peer assessment • teacher assessment	• letter cards • number cards • charts • pair of scissors • pictures/drawings • magazines/ newspapers • objects of different colours, shapes and sizes • raised pictures/ drawings • sign language interpreter • checklists

Assessment Standard	Success criteria	Topic	Suggested teaching and learning activities	Suggested teaching, learning and assessment methodologies	Suggested teaching and learning resources
We will know this when student teachers are able to demonstrate an understanding of components of reading in English language and approaches to the teaching of reading	• describe the main approaches to the teaching of reading	**Teaching of reading**	• describing the concept of reading • describing main approaches to the teaching of reading • identifying concepts of reading • identifying suitable approaches to the teaching of reading for lower and upper primary learners	• demonstration • modelling • question and answer • modelling • think-pair- share • read-write-read • K-W-L • paired- reading and paired summarising • modelling • demonstrating think-Pair-Share	• news letters • different texts • stories • observation • check list • chart papers • sign language interpreter • flash cards • reading boards • name cards

Assessment Standard	Success criteria	Topic/ Theme	Suggested teaching and learning activities	Suggested teaching, learning and assessment methodologies	Suggested teaching and learning resources

We will know this when student teachers are able to:
• **apply appropriate strategies to teach different sounds**
	Student teachers must be able to:
	
	• use appropriate techniques for phonological awareness
		Teaching of Phonological awareness	• describing techniques for phonological awareness
			  - sound identification
			  - sound differentiation
			  - sound blending
			  - sound segmentation
			  - sound deletion
			• modeling teaching of sound identification, differentiation, blending, segmentation and deletion.
				• demonstration
				• modelling
				• question and answer
				
				• demonstration
				• question and answer
				• modelling
				
				• think-pair- share
				• read-write-Read
				• K-W-L
				• paired- reading and Paired summarizing
					• English teachers' guide
					• English learners book
					• Chart papers
					• Resource person
					• Sign interpreter
					• Feathers
					• mirrors

	• assess phonological awareness		• decoding
			  - decodable words
			  - decodable sentences
			• observing teaching phonological awareness
				• modelling
				• demonstrating think-pair-share	

	• use tools for assessing phonological awareness		• developing tools for assessing phonological awareness		

Assessment Standard	Success criteria	Topic/ Theme	Suggested teaching and learning activities	Suggested teaching, learning and assessment methodologies	Suggested teaching and learning resources
			• using tools for assessing phonological awareness		

Assessment Standard	Success criteria	Topic/ Theme	Suggested teaching and learning activities	Suggested teaching, learning and assessment methodologies	Suggested teaching and learning resources

We will know this when student teachers are able to:
 	
• **demonstrate an understanding of alphabetic principle**
	Student teachers must be able to:
	
	• identify letter sound relationship
	
	• describe strategies for teaching alphabetic principle
		Teaching of Alphabetic principle	• naming letters of the alphabet
			• sounding out letters of the alphabet
			• identifying strategies for teaching alphabetic principle
			
			• describing strategies for teaching alphabetic principle
			
			• describing procedures for teaching;
			  - Letter-sound relationship
			  - Letter blending
			  - Syllable blending
			  - Syllable deletion
			  - Syllable substitution
			  - Word blending,
				• demonstration
				• modelling
				• question and answer
				
				• demonstration
				• question and answer
				• modelling
				
				• think-pair- share
				• read-write-Read
				• K-W-L
				• paired- reading and Paired summarizing
				
				• modelling
				• demonstrating
				• think-Pair-Shar
					• letters of the alphabet
					• letter cards
					• word cards
					• chart papers
					• markers
					• English teachers guides
					• Learners books
					• Sign interpreter
					• Feathers
					• mirrors

Assessment Standard	Success criteria	Topic/ Theme	Suggested teaching and learning activities	Suggested teaching, learning and assessment methodologies	Suggested teaching and learning resources
	• practice teaching alphabetic principle using different strategies • assess alphabetic principle		- Word deletion • observing teaching of alphabetic principle • practising teaching alphabetic principle using different techniques • developing tools for assessing alphabetic principle • using tools for assessing alphabetic principle		

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Assessment Standard	Success criteria	Topic/ Theme	Suggested teaching and learning activities	Suggested teaching, learning and assessment methodologies	Suggested teaching and learning resources
We will know this when student teachers are able to: • **Demonstrate an understanding of vocabulary development in early grade learners**	Student teachers must be able to: • describe techniques for teaching vocabulary • use techniques for teaching vocabulary • assess vocabulary	**Teaching of vocabulary**	• brainstorming techniques for teaching vocabulary • discussing techniques for teaching vocabulary • observing teaching of vocabulary • practising teaching of vocabulary using the strategies • developing tools for assessing vocabulary • using tools for assessing vocabulary • describing the concept of fluency • brainstorming strategies for teaching fluency	• demonstration • modelling • question and answer • think-pair- share • read-write-Read • K-W-L • paired- reading and Paired summarizing • think-Pair-Share • demonstration • modelling • question and answer	• word cards • name cards • reading board • chart papers • observation checklist • different texts • news letters • sign interpreter • objects • word cards • letter cards • reading board • chart papers • different texts • braille materials

Assessment Standard	Success criteria	Topic/ Theme	Suggested teaching and learning activities	Suggested teaching, learning and assessment methodologies	Suggested teaching and learning resources
We will know this when student teachers are able to: • **develop an awareness of fluency and tools for assessing fluency**	Student teachers must be able to: • describe strategies for teaching fluency • assess fluency		• discussing strategies for teaching fluency • discussing tools for assessing fluency • developing tools for assessing fluency • practising using tools for		

Assessment Standard	Success criteria	Topic/ Theme	Suggested teaching and learning activities	Suggested teaching, learning and assessment methodologies	Suggested teaching and learning resources

We will know this when student teachers are able to develop an awareness of comprehension and tools for assessing comprehension	Student teachers must be able to:
	
	• describe strategies for teaching comprehension
	
	• demonstrate the teaching of comprehension using different strategies
		Teaching of comprehension	• identifying comprehension strategies.
			  -prediction
			  -retelling
			  -self questioning
			  -activating background knowledge
			  -inference
			• brainstorming strategies for teaching comprehension
			• discussing strategies for teaching comprehension
			
			• observing teaching of comprehension
			• practising oral comprehension
			.
				• demonstration
				• question and answer
				• modelling
				
				• think-pair- share
				• read-write-read
				• K-W-L
				• paired- reading and Paired summarising
				
				• modelling
				• demonstrating think-Pair-Share
					• word cards
					• letter cards
					• reading board
					• chart papers
					• different texts
					• braille material
					• English learners' books
					• Braille materials
					• chart papers
					• word cards
					• sign interpreter

Assessment Standard	Success criteria	Topic/ Theme	Suggested teaching and learning activities	Suggested teaching, learning and assessment methodologies	Suggested teaching and learning resources
We will know this when student teachers are able to demonstrate an awareness of sounds	• assess comprehension • discriminate English speech sounds • demonstrate effective communication using phonology	**Phonology**	• developing assessment tools for comprehension • using tools for assessing comprehension • brainstorming the meaning of the term "phonology" • discussing the meaning of the term "phonology" • justifying the inclusion of phonology in the teaching of English language • demonstrating tonal features e g, stress, rhythm and intonation • using a dictionary to pronounce words correctly • recognising words with the same spelling but different sounds in context • identifying words with different spelling but similar sounds • recognising elements of the phonetic key	• group work • pair work • brainstorming • demonstration • think-pair-share • peer assessment • role play • dramatisation	• raised phonetic key chart • dictionary • learners books • recorded sound • phonetic key chart • tape records • language laboratory • checklists • sign language interpreter

Assessment Standard	Success criteria	Topic/ Theme	Suggested teaching and learning activities	Suggested teaching, learning and assessment methodologies	Suggested teaching and learning resources
			• interpreting words in phonetic symbols		

Core element: Writing

Core element outcome: The student teachers will be able to develop schemes and lesson plans and use appropriate teaching, learning, assessment and class management strategies for writing. This is to enable the primary school learner to write legible, factual and imaginative texts for a wide range of 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 how to use pre-writing activities to introduce writing	Student teachers must be able to: • schematise how children develop writing • describe pre-writing activities • use different pre-writing activities effectively	**Teaching of Pre-writing activities**	• discussing stages of developing writing • explaining the importance of following the stages in teaching of writing • identifying pre-writing activities • discussing the meaning and importance of pre-writing activities • identifying appropriate resources for pre-writing activities	• brainstorming • discussion • demonstration • walk-around-talk around • pens in the middle • think-ink-pair-share • the baobab tree competition • self-assessment • peer assessment • teacher	• crayons • chalks • sticks • clay • maize piths • wire • learners • strings • books • checklist • pencils

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 importance of thorough planning in the teaching of English	Student teachers must be able to: • describe contents of syllabus, teachers' guides and learners' books • interpret the syllabus into schemes of work • write systematic lesson plans and lesson notes	**Syllabus, schemes of work, lesson plans, lesson notes and records of work**	• demonstrating how to use the resources appropriately • discussing components of the syllabus • relating topics in syllabus with the content in the teachers' guides and learners' books • discussing components of schemes of work • writing schemes of work • describing components of a lesson plan • writing systematic lesson plans	assessment • discussions • demonstration • one stay-three stray • walk around-talk around • peer assessment • teacher assessment • Self-assessment	• samples of schemes of work, lesson plans and records of work • teacher's guides • learner's books

Assessment standard	Success criteria	Topic	Suggested teaching, learning and assessment activities	Suggested teaching, learning and assessment methods	Suggested teaching, learning and assessment resources
	• complete records of work		• describing components records of work • completing records of work		

Year 1 Term 2

Core element: Listening and speaking

Core element outcome: The student teachers will be able to apply and utilise appropriate teaching, learning, assessment and class management strategies for listening and speaking. This is to enable the primary school learner to listen attentively and critically understand and respond to others in a wide range of situations through a variety of media.

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 and use different approaches for teaching listening and speaking	Student teachers must be able to: • describe techniques for teaching listening and speaking	**Teaching listening and speaking skills**	• identifying techniques for teaching listening and speaking • describing techniques for teaching listening and speaking	• demonstration • dramatisation • modelling • think-pair-share • k-w-l • peer assessment • teacher assessment • self-assessment	• newspaper • recorded debates ,dialogues, plays, role plays • sample speeches • checklists

Assessment standard	Success criteria	Topic	Suggested teaching, learning and assessment activities	Suggested teaching, learning and assessment methods	Suggested teaching, learning and assessment resources
	• outline procedures for different techniques for teaching listening and speaking. • practise teaching of listening and speaking using different techniques.		• outlining the procedures for teaching of; - debate - panel discussion - interviews - role play - simulations - substitution and matching tables - riddles - speeches • practising teaching of listening and speaking using different techniques		

Core element: Reading

Core skill outcome: The student teachers will be able to demonstrate an understanding of how they will utilise appropriate teaching, learning, assessment and class management strategies for reading. This is to enable the primary school learner to read fluently and critically understand and respond to different types of texts for enjoyment and information.

Assessment Standard	Success criteria	Topic	Suggested teaching and learning activities	Suggested teaching, learning and assessment methodologies	Suggested teaching and learning resources
We will know this when student teachers are able to demonstrate an understanding of the methods of teaching reading	Student teachers must be able to: • describe different reading methods • prepare resources for teaching reading • use procedures for reading methods	**Methods of teaching reading**	• identifying reading methods • describing reading methods: -alphabetic method -syllabic method -phonic method -look and say method • identifying relevant resources for the reading methods • preparing resources for teaching reading • discussing procedures for reading methods	• demonstration • modeling • think-pair-share • K-W-L • peer assessment • teacher assessment • self assessment	• phonic chart • word cards • letter cards • name cards • posters

Assessment Standard	Success criteria	Topic	Suggested teaching and learning activities	Suggested teaching, learning and assessment methodologies	Suggested teaching and learning resources
We will know this when student teachers are able to demonstrate an understanding of how to teach types of reading and reading skills	Student teachers should be able to: • explain the types of reading • describe reading skills • practice teaching reading skills	**Types of reading** **Teaching of Reading skills**	• observing teaching of reading • Practising using different reading methods • identifying types of reading • describing and analysing; - reading aloud - silent reading - discussing faulty reading habits • identifying reading skills • discussing reading skills - scanning - fast reading - predicting - word guessing - skimming • observing teaching using reading skills	• demonstration • modelling • question and answer • demonstration • question and answer • modelling • think-pair- share • read-write-read • K-W-L • paired- reading and paired summarizing	• supplementary readers • recorded reading short stories • decodable stories • word cards • posters and signs • word cards • short stories • posters • decodable readers

Assessment Standard	Success criteria	Topic	Suggested teaching and learning activities	Suggested teaching, learning and assessment methodologies	Suggested teaching and learning resources

• describe teaching of vocabulary and questioning techniques.	• describe techniques for teaching vocabulary
	
	• practice teaching of vocabulary using different techniques
	
	• describe types of questions
		Teaching of techniques for vocabulary development
		
		Questioning techniques
			• practising teaching using reading skills
			
			• identifying techniques for vocabulary development
			• giving
			  - synonym and antonym
			  - guessing meanings of words
			• analysing
			  - word roots
			  - picture-word matching
			  - pre-teaching vocabulary
			• practising teaching vocabulary using different techniques
			• describing;
			  - types of questions
			  - level of questions
			  - structure of questions
			• identifying types of questions from learners
				• paired- reading and paired summarising
				• modelling
				• demonstrating
				• think-Pair-Share	

Assessment Standard	Success criteria	Topic	Suggested teaching and learning activities	Suggested teaching, learning and assessment methodologies	Suggested teaching and learning resources
	• practise formulation of questions		book • formulating questions of different levels and structures • formulating different types of questions		• Sample questions and answers • Bloom's taxonomy (level of thinking chart)

Core element: Writing

Core element outcome: The student teachers will be able to use appropriate teaching, learning, assessment and class management strategies. This is to enable the primary school learner to write legible, factual and imaginative texts for a wide range of 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 how to teach writing skills and use language for critical thinking.**	Student teachers must be able to: • describe types of writing and basic writing skills. • practise writing various types of writing	**Types of writing**	• brainstorming types of writing • describing types of writing: - creative writing - narrative writing - descriptive writing - informative writing - argumentative writing • identifying types of writing from learners' books • practising writing types of writing	• demonstration • brainstorming • question and answer • bus stop • gallery walk • peer assessment • demonstration • brainstorming	• pictures • charts • texts of different types • braille • cartoons • styluses • text from other learning areas • chart papers • different texts

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 how to teach writing	• describe techniques for teaching writing • use techniques for teaching writing	**Teaching of writing**	• brainstorming the techniques for teaching writing • discussing the techniques for teaching writing • observing teaching using techniques for teaching writing • practising teaching writing using different techniques	• question and answer • bus stop • gallery walk • peer assessment	• observation checklists • braille materials • sign language interpreter

Core element: Reading

Core element outcome: The student teachers will be able to demonstrate an understanding of how they will utilise appropriate teaching, learning, assessment and class management strategies. This is to enable the primary school learner to read fluently and critically understand and respond to different types of texts for enjoyment and information.

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 apply critical thinking in literary analysis	Student teachers should be able to: • describe literary forms • analyse literary forms in different texts	**Literary analysis**	• identifying forms of literature • describing literary forms • distinguishing literary forms • reading different forms of literature • listening to different forms of literature • analysing literary forms in different texts	• demonstration • brainstorming • question and answer • bus stop • gallery walk • peer assessment	• news papers • stories • magazines • novels • plays • speeches • recorded radio • television programs • poems • observation checklists

Core element: Structure and use of language

Core element outcome: The student teas will be able to use and analyse appropriate teaching, learning, assessment and class management strategies. This is to enable the primary school learner to write legible, factual and imaginative texts for a wide range of 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 teach grammatical items effectively	• describe the approaches for teaching grammar • explain procedures for teaching grammar • conduct micro lessons on teaching grammar	**Teaching of grammar**	• identifying context for teaching grammar • discussing approaches for teaching grammar • outlining the procedure for teaching grammar • preparing exercise for teaching grammar • teaching micro lessons on grammatical items • reflecting on micro lessons	• dialogue • brainstorming • question and answer • demonstration • peer assessment • self-assessment	• check list • poems • stories • newsletter • recorded dialogue.

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 correct use of parts of speech and other grammatical items	• analyse grammatical errors • prepare remedial exercises	**Error analysis**	• distinguishing errors from mistakes • discussing types and causes of errors • identifying errors in learners' work • analysing errors • correcting errors • discussing remedial exercises with reference to meaning, importance and qualities. • constructing appropriate remedial exercises • using remedial exercises in micro lessons.	• brainstorming • question and answer • demonstration • peer assessment • self-assessment • K-W-L • think-pair-share • pair work • ball bearing	• check list • poems • stories • newsletter • recorded dialogues • pictures • cassette recorder • video tapes • braille papers • styluses

Year 2 Term 2

Core element: Reading

Core element outcome: The student teachers will be able to demonstrate an understanding of how they will utilise appropriate teaching, learning, assessment and class management strategies for reading. This is to enable the primary school learner to read fluently and critically understand and respond to different types of texts for enjoyment and information.

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 reflection on components of reading	Student teachers must be able to: • reflect on the teaching of components of reading.	**Reflection on the teaching and assessment of components of reading**	• reflecting on the teaching of: - phonemic awareness - alphabetical principals - fluency - vocabulary - comprehension • sharing experiences on the teaching of components of reading	• discussion • demonstration • bus stop • gallery walk • quick write • authors' chair • peer assessment • self-assessment • teacher assessment	• different objects that can produce sounds • phonic charts • levelled books • trade books/supplementary readers

Assessment standard	Success criteria	Topic	Suggested teaching, learning and assessment activities	Suggested teaching, learning and assessment methods	Suggested teaching, learning and assessment resources
	• reflect on assessment tools for components of reading		• reflecting on assessment tools for components of reading • sharing experiences on the use of assessment tools for components of reading		• checklist •
• reflect on the proper writing of schemes lesson plans, lesson notes and records of work.	Student teachers must be able to; • examine challenges on writing schemes, lesson plans, lesson notes and records of work	**Reflection on writing schemes, lesson plans, lesson notes and records of work for English**	• analysing challenges on the writing of schemes of work, records of work and lesson plan • describing strategies to address teachers' challenges on writing schemes, records of work and lesson plans.	• group work • pair work • brainstorming • demonstration • think-pair-share • peer assessment • role play • dramatisation	• samples schemes of work - lesson plans - lesson notes - records of work • chart papers • markers

Core element: Structure and use of language

Core element outcome: The student teachers will be able to use and analyse appropriate teaching, learning, assessment and class management strategies. This is to enable the primary school learner to write legible, factual and imaginative texts for a wide range of 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 correct use of parts of speech and other grammatical items	Student teachers must be able to: • reflect on the teaching of parts of speech	**Reflection on the teaching parts of speech**	• reflecting on types and forms of verbs e g, infinitives, participle and gerunds • reflecting on use of - tenses - verbal phrases - phrasal verbs - direct and - indirect speech - passive and - active voice	• group work • pair work • brainstorming • demonstration • think-pair-share • peer assessment • role play • dramatisation	• stories • news papers • magazines • speeches • chart papers • markers • learners' work

Assessment standard	Success criteria	Topic	Suggested teaching, learning and assessment activities	Suggested teaching, learning and assessment methods	Suggested teaching, learning and assessment resources
	• reflect on analysis of grammatical errors	**Reflection on error analysis**	• examining challenges on analysing errors made by learners • describing strategies to address teachers' challenges when analysing errors made by learners.	• group work • pair work • brainstorming • demonstration • think-pair-share • peer assessment • role play • dramatisation	• samples of learners work with errors • chart papers • markers • different texts • raised pictures

Core element: Listening and speaking

Core element outcome: The student teachers will be able to apply and utilise appropriate teaching, learning, assessment and class management strategies for Listening and speaking. This is to enable the primary school learner to listen attentively and critically understand and respond to others in a wide range of situations through a variety of media.

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 how to teach listening and speaking skills	Student teachers must be able to: • reflect on techniques for teaching listening and speaking skills	**Teaching of listening and speaking skills**	• brainstorming techniques for teaching listening and speaking • discussing techniques for teaching listening and speaking skills	• group work • pair work • brainstorming • demonstration • think-pair-share • peer assessment • role play • dramatisation	• stories • riddles • poems • list of instructions • pictures • checklist

	• reflect on procedures for teaching listening and speaking skills		• describing procedures for teaching activities for developing listening and speaking skills • sharing experiences on the challenges for teaching listening and speaking skills		
	• conduct micro-lessons on teaching of listening and speaking		• preparing and conducting micro-lessons for listening and speaking • critiquing micro-lessons		

Core element:　　　　　　Reading

Core element outcome:　　The student teachers will be able to demonstrate an understanding of how they will utilise appropriate teaching, learning, assessment and class management strategies for reading. This is to enable the primary school learner to read fluently and critically understand and respond to different types of texts for enjoyment and information.

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 use different techniques for teaching reading aloud.	Student teachers will be able to: • describe supplementary reading materials • use supplementary reading materials for wide reading	**Teaching how to use supplementary reading materials**	• discussing the meaning and importance of supplementary reading materials for wide reading • sourcing supplementary reading materials for wide reading according to different age	• group work • pair work • brainstorming • demonstration • think-pair-share • peer assessment • role play • dramatisation • describing procedure for introducing supplementary reading materials • creating	• collection of plays and poems • stories • magazines • news papers • dictionaries • wall news boards • various text books • news letters • observation checklist

Assessment standard	Success criteria	Topic	Suggested teaching, learning and assessment activities	Suggested teaching, learning and assessment methods	Suggested teaching, learning and assessment resources
			groups.	supplementary reading materials • using supplementary reading materials in micro-lessons	

Core element: Reading

Core element outcome: The student teachers will be able to demonstrate an understanding of how they will utilise appropriate teaching, learning, assessment and class management strategies for reading. This is to enable the primary school learner to read fluently and critically understand and respond to different types of texts for enjoyment and information.

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 use different techniques for teaching reading aloud.	Student teachers will be able to; • describe the techniques for teaching reading aloud	**Teaching of reading aloud**	• discussing the meaning, strength and limitations of reading aloud • identifying techniques for teaching reading aloud e.g. read and look up, dramatized reading, reading in pairs and reading in groups.	• role play • dramatisation • songs and rhymes • discussion • question and answer • group work • pair work • brainstorming • demonstration • peer assessment • teacher assessment • self-assessment	• letter cards • number cards • charts • pair of scissors • pictures/drawings • magazines/ newspapers • objects of different colours, shapes and sizes • raised pictures/drawings • sign language

Assessment standard	Success criteria	Topic	Suggested teaching, learning and assessment activities	Suggested teaching, learning and assessment methods	Suggested teaching, learning and assessment resources
	• demonstrate teaching poems, plays and dialoques		• discussing procedures for teaching plays, poems, and dialogues • using appropriate techniques in reading poems, plays and dialogues.		interpreter • checklists • trade books • old curriculum books

Core element: Structure and use of language

Core element outcome: The student teacher will be able to demonstrate an understanding of how they will utilise appropriate teaching, learning, assessment and class management strategies. This is to enable the primary school learner to understand how sounds, words and grammar can be used to create and interpret texts.

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 different types and forms of sentences and sentence patterns	Student teachers must be able to: • describe types and forms of sentences	**Teaching of types and forms of sentences**	• identifying types and forms of sentences • discussing forms of sentences • writing sentences in different forms	• demonstration • think-ink-pair-share • read-write-read • K-W-L • brainstorming • question and answer • peer assessment • self-assessment • teacher assessment	• tree diagram • sentence samples • trade books/supplementary readers • dictionaries • checklist
	• examine parts of speech and other grammatical terms	**Teaching of sentence analysis**	• identifying parts of speech and grammatical items • examining sentence patterns	• demonstration • think-ink-pair-share • read-write-read • K-W-L	• sentence samples • trade books/supplementary readers • dictionaries • checklist

Assessment standard	Success criteria	Topic	Suggested teaching, learning and assessment activities	Suggested teaching, learning and assessment methods	Suggested teaching, learning and assessment resources
			• discussing grammatical items • analysing sentences	• brainstorming • question and answer • peer assessment • self-assessment • teacher assessment	

Core element: Writing

Core element outcome: The student teachers will be able to use appropriate teaching, learning, assessment and class management strategies. This is to enable the primary school learner to write legible, factual and imaginative texts for a wide range of 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 how to teach writing skills and use language for critical thinking	Student teachers must be able to: • explain purpose for summarising texts • summarise texts	**Summary writing**	• defining summary • discussing purpose for summarising texts • identifying topic sentences and main points from texts • summarising texts • paraphrasing texts	• group work • pair work • brainstorming • demonstration • think-pair-share • peer assessment • role play • dramatisation	• news papers • poems • dialogues • braille materials • observation checklist • chart paper • markers

Year 2 Term 3

Core element: Writing

Core element outcome: The student teachers will be able to demonstrate an understanding of how they will utilise appropriate teaching, learning, assessment and class management strategies. This is to enable the primary school learner to write legible, factual and imaginative texts for a wide range of 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 writing for professional needs	Student teachers must be able to: • explain purposes for professional writing	**Writing for professional needs**	• brainstorming types of professional writing • discussing types of professional writing • discussing purposes for each type of professional writing	• brainstorming • question and answer • discussion • gallery walk • bus stop • peer assessment • group work • self-assessment • teacher assessment	• samples of different writing formats including in braille • checklist • styluses • charts

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 and understanding of research in education	• describe different formats of professional writing • describe research elements	**Research in education**	• brainstorming formats for professional writing • discussing formats for professional writing • describing characteristics for each format of writing • practising writing of each format of writing • discussing the meaning and types of research • describing procedures for conducting research • discussing importance of research • identifying research elements	• interviews • brainstorming • discussions • observation • K-W-L • gallery tour • survey	• research books • research logs • research journals • samples of research reports • tape recorders • checklists • newspapers .
• **demonstrate an**					

Assessment standard	Success criteria	Topic	Suggested teaching, learning and assessment activities	Suggested teaching, learning and assessment methods	Suggested teaching, learning and assessment resources
understanding of action research	• analyse data	**Action research**	• identifying ways of collecting research data • discussing ways of analysing data • describing different ways of interpreting data • discussing ways of disseminating research findings	• interviews • brainstorming • discussions • observation • K-W-L • gallery tour • survey	• chart papers • research logos • sample questionnaire • research plans and reports • sample graph charts and diagrams • checklist • research journals • tape recorders • braille materials • observation checklist • chart papers • research logos
	• examine the importance of action research in language		• describing action research • discussing the importance of action research in language		
	• conduct action research		• identifying research topics • selecting a topic for research • making a research plan		

Assessment standard	Success criteria	Topic	Suggested teaching, learning and assessment activities	Suggested teaching, learning and assessment methods	Suggested teaching, learning and assessment resources
• demonstrate an understanding of ways of disseminating research findings	• describe ways of disseminating research findings	**Dissemination of research findings**	• conducting action research • analysing research findings • interpreting research findings • discussing research findings • compiling research report • identifying ways of disseminating research findings • discussing importance of disseminating research findings	• brainstorming • discussions • K-W-L • gallery tour	• sample questionnaire • research plans and reports • sample graph charts and diagrams • checklist • research journals • tape recorders • braille materials • observation checklist

Assessment standard	Success criteria	Topic	Suggested teaching, learning and assessment activities	Suggested teaching, learning and assessment methods	Suggested teaching, learning and assessment resources
	• disseminate research findings		• writing research reports • disseminating research reports • identifying audience for research findings		

Core element: Listening and speaking

Core element outcome: The student teachers will be able to apply and utilise appropriate teaching, learning, assessment and class management strategies for Listening and speaking. This is to enable the primary school learner to understand how sounds, words and grammar can be used to create and interpret texts.

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 apply effective professional communication	Student teachers must be able to: • manage professional assemblies and caucuses • practise hospitality	**Professional communication**	• conducting an assembly • chairing a staff caucus • welcoming visitors • visiting other offices	• demonstration • discussion • K-W-L • modelling • panel discussion • think-pair-share	• charts • recorded meetings • videos • newspapers • cartoons • Samples of advertisements • Newspapers • Magazines • Posters

Core element: Writing

Core element outcome: The student teachers will be able to demonstrate an understanding of how they will utilise appropriate teaching, learning, assessment and class management strategies for reading. This is to enable the primary school learner to read fluently and critically understand and respond to different types of texts for enjoyment and information.

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 appropriate way of developing advertisements	Student teachers must be able to: • describe appropriate wording of advertisements • develop advertisements for different purposes	**Functional writing**	• giving examples of advertisements • describing advertisement • examining proper language for advertisements • developing advertisements propagandas • drawing captions	• think-ink-pair-share • brainstorming • ball bearing • walk-around-talk around • demonstration • discussion • peer assessment • teacher assessment • self-assessment	• dictionaries • charts • supplementary readers • different texts • checklists • samples of advertisement • newspapers • magazines • posters