Beyond Literacy and Numeracy: Rethinking the Curriculum

A New Curriculum for South Sudan

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We are a UK based foundation providing curriculum-related support, advice and guidance to schools, school systems, government organisations and ministries worldwide.

We believe that a key element of our role is to share our experience and expertise and so develop the capacity that lies within every organisation.

**Our vision**
is for a World Class Curriculum for every learner.
Our ‘manifesto’ for change

All over the world curriculum review is taking place. There is widespread recognition that the curriculum of the past is inappropriate for demands of the 21st century. The importance of knowledge is not in question but knowledge alone is not enough.

Our young people need to become highly competent and therefore the curriculum must ensure they can develop the skills and attitudes to complement their knowledge.

We believe

every child should leave school with the confidence, the ability and the desire to make the world a better place.
Who we work with

Click on the map to see descriptions of our work.

2012 - ongoing:
South Sudan Ministry of Education (Funded by GPE through UNICEF)
- Working with the Ministry of Education on national curriculum review including:
  - Curriculum Framework development
  - Subject syllabus review
  - Examinations and assessment arrangements
  - National consultation, piloting and evaluation
  - Training of teachers

Every child should leave school with the confidence, the ability and the desire to make the world a better place.
What is the curriculum for?

A valuable approach to establishing clear, aspirational curriculum aims and values is...

to explore what you would provide if you could equip every learner with everything necessary to succeed in life.
What do young people need to succeed in the 21st century?

Your list will probably include skills, attitudes, qualities, values and dispositions?
There is no right answer but your description undoubtedly includes some of the following:

- Makes connections
- Questions
- Confident
- Takes risks
- Listens and reflects
- Makes a difference
- Persevering
- Critical
- Self-editing
- Communicates well
- Self-esteem
- Respectful
- Skilled
- Creative
- Shaper
- Flexible
- Compassionate
- ‘Can do’ attitude
- Curious
- Thirst for knowledge
- Self-editing
- Literate
- Shows initiative
- Acts with integrity
- Loves learning
- Learns from mistakes
- Thinks for themselves
- Independent
- Willing to have a go
- Gets on well with others
- Generates ideas
- Acts with integrity
- Loves learning
- Learns from mistakes
- Thinks for themselves
What do we mean by a World-Class Curriculum?

- Is rooted in its own locality and context;
- meets the needs of its own learners;
- takes national requirements and international expectations and put them in a local setting;
• develops the whole person: intellectual, aesthetic, physical, emotional, spiritual and social; excite imaginations and fire curiosity.

• It will raise aspirations and widen horizons; enable every learner to leave school with the confidence, the ability and the desire to make the world a better place.

• make learning real, exciting and inspirational.
Competencies are acquired through the application of knowledge in meaningful situations. They help deepen learning and turn knowledge into understanding. They require the development of the right attitudes to apply the knowledge.
A Curriculum for the Communities of South Sudan
A Curriculum for the Schools of South Sudan
A Curriculum for the Teachers of South Sudan.

Co-operation

Critical thinking

Communication

INDIVIDUALLY

IN PAIRS

IN GROUPS

AS A CLASS

Communication • Cooperation • Critical and Creative Thinking • Culture and Heritage

Good citizens of South Sudan • Successful life-long learners • Creative and productive individuals • Environmentally responsible members of society
A new country needs a new curriculum. In setting out this curriculum for our young people, we set out our ambitions for the nation; for peace and prosperity, for growth and development, for harmony and justice.’

To achieve the ambitions of the country, we need a vibrant and dynamic curriculum; a curriculum that will provide challenge to all learners; a curriculum that provides for all learners; a curriculum that can stimulate and inspire; a curriculum that excites imaginations, raises aspirations and widens horizons.’
Integrated Subjects

Maths
Science
English
Social Studies
The Arts
RE
PE and Health

TVET

Life Skills

Environment and Sustainability

Peace Studies

Cross Cutting Issues

Student Competencies

Critical and Creative Thinking
Communication
Co-operation
Culture
**Student Competencies**

### Critical and creative thinking
- Plan and carry out investigations, using a range of sources to find information
- Sort and analyse information and come to conclusions
- Suggest and develop solutions to problems, using their imaginations to create new approaches
- Evaluate different suggested solutions

### Communication
- Read and comprehend critically a variety of types and forms of texts
- Write fluently on diverse subjects and for different audiences
- Speak clearly and communicate ideas and information coherently in a variety of situations
- Listen and comprehend speech in a variety of forms
- Use a range of media, technologies and languages to communicate messages, ideas and opinions

### Co-operation
- Work collaboratively towards common goals
- Be tolerant of others and respectful of differing views, when working together
- Adapt behaviour to suit different situations
- Negotiate, respecting others’ rights and responsibilities, and use strategies to resolve disputes and conflicts
- Contribute to environmental sustainability

### Culture and identity
- Take pride in South Sudanese identity and the diverse nature of South Sudanese society.
- Build understanding of South Sudanese heritage in relation to the wider world
- Appreciate and contribute to the development of South Sudanese culture
- Value diversity and respect people of different races, faiths, communities, cultures, and those with disabilities.
Assessment Guidance

South Sudan

Good Citizens of South Sudan

- Responsible
- Professional
- Honest
- Caring
- Accountable
- Respectful
- Safe
- Creative
- Responsible
-acf

Schools Guidelines

- Respect the rights of children, and provide a safe learning environment.
- Encourage children to work cooperatively and solve problems in a positive manner.
- Promote the development of children’s social skills.
- Foster a respect for the environment and its resources.
- Promote healthy eating habits.
- Support the implementation of the National Curriculum.
- Encourage children to participate in extracurricular activities.
- Promote the use of information and communication technologies.

Successful Learning Objectives

- Learn to read and write
- Develop mathematical skills
- Understand environmental issues
- Acquire skills in creative arts
- Participate in physical activities
- Develop social skills
- Understand and respect cultural diversity

Environmentally responsible member of society

English Primary 3
Unit 8: Physical Features in our Land

PUPIL BOOK

Activity 3: Using Images and Objects

Exploring Group Work

Sort It!

In this activity, learners are asked to work in groups to sort a number of photos or images related to South Sudan. There are several strategies that help learners to sort images and improve their collaboration skills as a group. It is important that these strategies are practiced regularly, so that learners develop good habits for group work.

Additional Ideas

Secondary 1: Chemistry

Learners explore how to separate mixtures and compounds using a variety of methods. They work in groups to evaluate their ideas, and keep accurate measurements and records in order to make good judgments about the success of their strategies. They compare their results with those of other groups and begin to make links to concepts of separation in industry, especially that of crude oil.

Secondary 2: Chemistry

Learners investigate and analyse what is meant by "hard water" in relation to the effects of limestone and magnesium oxide. They gather as examples of different water solutions and compare them using accurate scientific measurements. They ask each other questions about these solutions and then explore further by testing the solubility of salts in them.

Secondary 4: English

In small groups, learners discuss the use of medicinal herbs in traditional medicine. They read information about the use of medicinal herbs, such as the use of garlic, dandelion, and thyme. They discuss their findings, and compare them with the roles of medicinal herbs.

Features of Effective Group Work

- Leave group members to observe, review, and reflect on the experience.
- Be sure that each member of the group is actively participating.
- Ensure that the group is making progress towards the goal.

Pupil Book

Classroom Management

- Attending to group work
- Managing individual work
- Facilitating group discussions
- Encouraging active participation

Example Activity for Teacher’s Guide

This book is designed for use in classrooms and schools. It provides a series of activities and projects for learners to undertake. It is intended to support the implementation of the National Curriculum in South Sudan. The book is designed to help learners develop their knowledge and understanding of the world around them. It includes a variety of activities and projects to help learners grasp the concepts and skills required for their education.

Work 3
- Describing Events of Science
- Lesson 5 of 4
- Features in Science

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Unit 1: Caring for Our Environment

Learners should know about the importance of a clean environment and the impact and damage of a polluted environment on animals and plants (food chains and air quality). They should learn about the tools and chemicals (water) required to clean the school compound and how they work, and the safety and hygiene precautions required. They should learn about classifying the types and amount of rubbish in terms of its chemical composition and choice of disposal noting that burning creates smoke and some rubbish is biodegradable and some not. They should learn how to reduce dangers of careless disposal of rubbish and sewage.

Key inquiry questions

- How do we make and keep our environment clean?
- Why do we keep our environment clean and tidy?
- Why does some rubbish disappear naturally and not others?
- Why do people admire a clean environment?
- Why should we avoid careless disposal of rubbish and other wastes?
- Why should we be aware of the impact of pollution on environment?

Learning outcomes

<table>
<thead>
<tr>
<th>Knowledge and understanding</th>
<th>Skills</th>
<th>Attitudes</th>
</tr>
</thead>
<tbody>
<tr>
<td>Care for and appreciate the importance of a clean environment</td>
<td>Observing and classifying different types of rubbish</td>
<td>Appreciate the importance of a clean environment</td>
</tr>
<tr>
<td></td>
<td>Collecting and measuring different types of rubbish</td>
<td>Co-operate in group work</td>
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<tr>
<td></td>
<td>Recording results and drawing conclusions</td>
<td>Communicate in discussion</td>
</tr>
<tr>
<td></td>
<td>Making recommendations to keep the environment clean</td>
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Contribution to the competencies:

Critical thinking: why and how to clean the environment
Co-operation and Communication: cleaning the environment

Links to other subjects:
Social Studies: Environment
Environment and Sustainability: sources of pollution

Teaching and Learning Sequence

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<th>Learner Competencies</th>
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<tbody>
<tr>
<td>A Divide the learners into groups of four. Ask them to describe to each other what they believe the task to be.</td>
<td>Communicating and cooperating in order to work towards common goals.</td>
</tr>
<tr>
<td>B Encourage each group to try out a few ideas and to evaluate the effectiveness of their ideas as they work.</td>
<td>Planning and carrying out investigations. Sorting information to come to conclusions.</td>
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<tr>
<td>C Ask two groups to share their ideas. Tell them to ask each other relevant questions to prompt improvement and clarity. After this, ask each group to complete a final version of their own plan.</td>
<td>Speaking clearly to communicate ideas coherently.</td>
</tr>
</tbody>
</table>
The South Sudan Curriculum developing:

- Good citizens of South Sudan
- Successful lifelong learners
- Creative and productive individuals
- Environmentally responsible members of society

Values and Principles

South Sudanese culture and heritage

Student Competencies
Thank you.

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