

LEARNING FOR SUSTAINABLE DEVELOPMENT

*Commonwealth of Learning's INSET Project Module Summary*

# Integrated In-service Teacher Training (INSET) for Junior Secondary School Teachers on Sierra Leone



COMMONWEALTH  
of LEARNING

Teacher  
Education

## TeacherFutures

The integrated in-service teacher training project (INSET) for junior secondary school (JSS) teachers in Sierra Leone (SL) is a 3-year (2017-2019) project funded by the Commonwealth of Learning (COL). Its goal is to support Freetown Teachers College (FTC) to make permanent improvements on the quality of teaching and learning in the JSS, thereby affecting the life chances of millions of young people in SL.

This brochure provides a summary of the INSET modules.

## About

Through an ICT enhanced school-based teacher professional development model, COL aims to support FTC to design and implement in-school strategies to improve the standard of its distance education training as well as, support the continuing professional development (CPD) of both student teachers and teacher educators.

One of the project's focal areas is improving the institution's capacity to develop and offer school-based training opportunities for serving teachers by using mobile technology to promote microlearning, as well as, stimulate peer collaboration through networked learning and Communities of Practice (COPs).

The four programmes under the INSET project include:

1. Teaching and Learning for Sustainable Development
2. ICT for Teachers
3. Learner-Centered Approaches
4. Commonwealth Digital Education Leadership Training in Action





## Module 1: Teaching and Learning for Sustainable Development

This module is intended to provide the learners with the knowledge and skills in teaching and learning about contemporary issues affecting us and how to cope with them through various skills. The issues serve as challenges for teaching and learning which needs to be addressed in order to enhance education for sustainable development.

This module is an integral element of quality educational system in the country. It provides you with the requisite knowledge, skills and attitudes that empower you to meaningfully contribute to national sustainable development. Therefore, the concept of teaching and learning in JSS must be transformed to enable you lead sustainable development as agents of change.

The Teaching and Learning for Sustainable Development module is structured into Three (3) units as follows:

### Unit 1: Climate Change

Provides learners with an understanding of climate change, and its relevance to teaching and learning of the various subjects pupils in JSS undertake.

### Unit 2: Health

Provides an overview of health education as well as examples of the ways in which health can be taught as a cross-curricular theme through a focus on health education as a process of achieving the goals of healthy people and environment.

### Unit 3: Poverty

Discusses quality teaching and learning outcomes as a means of breaking the cycle of poverty for poor children in schools within the Sierra Leone context.

## Module 2: ICT for Teachers

Module 2: Information and Communication Technologies (ICT) for Teachers has been developed to improve teachers' experience teaching in the classroom using a range of information and communication technologies appropriately, and increase school teacher's involvement in the ICT implementation process in the school.

The module has been designed as a distance education course and is aligned with the UNESCO ICT Competency Framework for Teachers. It is an open educational resource (OER) that the Commonwealth of Learning (COL) is making available to teacher training institutions throughout the Commonwealth and beyond.

This module is divided into four units namely;

### Unit 1: ICT-Pedagogy Integration in Teacher Training

### Unit 2: Paradigm Shifts

### Unit 3: Models of Technology Integration

### Unit 4: Apps and Software for Teaching





## Module 3: Learner-Centered Approaches

Module 3: Learner Centered Approaches has been produced by the School of Education, Education Department of Freetown Teachers College. All materials produced in this module are structured in the same way, as outlined below.

The Learner Centered Approaches module is structured into Four (4) units as follows:

### Unit 1: Definition of Learner Centered Approach

An introduction to Learner centered approach as an approach that involves using several teaching techniques which maximize the learner's learning.

### Unit 2: The rationale of Learner Centered Approaches.

Discusses the rationale for learner-centered approaches.

### Unit 3: Learning theories and characteristics of Learners Centered Approaches.

Discusses learning theories that lay emphasis on the learner as the central focus in the teaching learning process.

### Unit 4: Techniques and strategies used in Learner Centered Approaches

Details the methods and techniques used in the Learner centered approach that will help to facilitate teaching and learning.

## Module 4: Commonwealth Digital Education Leadership Training in Action

This module is designed for learners in Higher Teachers Certificate (HTC) Secondary and others interested in Digital Education Leadership Training for life-long skills. The Module covers the following key areas:

### Unit 1 Developing Digital Identities

This involves working with the digital tools and networks to which you have access in your context for creating and managing your own contents

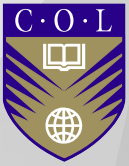
### Unit 2 Mobilizing resources

This involves which resources are available in addressing the manpower, materials, learning environments, timings, skills, etc in your own context

### Unit 3 Engaging with networks

This involves interacting and communicating with networks that is meaningful and purposeful and sharing information and collaborating with others to take action and produce content.





4710 Kingsway, Suite 2500  
Burnaby, BC V5H 4M2  
Canada

Tel: +1.604.775.8200  
Fax: +1.604.775.8210  
E-mail: [info@col.org](mailto:info@col.org)  
Web: [www.col.org](http://www.col.org)