

**MINISTRY OF EDUCATION, SCIENCE AND
TECHNOLOGY
TANZANIA INSTITUTE OF EDUCATION**



**THREE YEAR DIPLOMA IN TEACHER
EDUCATION SYLLABUS FOR
EDUCATION SUBJECT**

© Tanzania Institute of Education, 2019

Published 2019

ISBN: 978-9976-61-866-2

Tanzania Institute of Education
P.O. Box 35094
Dar - es - Salaam

Tel: +255 22 2773005
Fax: +255 22 2774420
E-mail: director.general@tie.go.tz
Website: www.tie.go.tz

This syllabus should be cited as: Tanzania Institute of Education. (2019). Three year diploma in teacher education syllabus for education subject. Dar es Salaam: Tanzania Institute of Education.

All rights reserved. This syllabus may not be reproduced, stored in any retrieval system or transmitted in any form or by any means, electronic, mechanical, photocopying, recording or otherwise, without the prior written permission of the Tanzania Institute of Education.

DECLARATION

The Syllabus for Education Subject is approved for use in Tanzanian Teachers' Colleges for three Year Diploma in Teacher Education; Science and Business Studies Programme.



Dr Lyabwene M. Mtahabwa
Ag. Commissioner for Education
Ministry of Education, Science and Technology
P.O. Box 10
Dodoma

Tel: +255 222 110150
Fax: +255 222 113271
Email: info@moe.go.tz
Website: www.moe.go.tz

TABLE OF CONTENTS

Declaration	iii
1.0 Introduction	1
1.1 Aims and objectives of education in Tanzania	1
1.2 Objectives of teacher education	2
1.3 Goals of the education subject	2
1.4 Subject objectives	3
1.5 Subject competencies	4
1.6 Organization of the syllabus	4
2.0 Foundations of Education	7
2.1 Introduction	7
2.2 Concept of Education	7
2.3 Philosophy of Education	10
2.4 Historical Development of Education in Tanzania	12
2.5 Sociology of Education	16
2.6 Professionalism and Ethics In Education	19
2.7 Comparative Education	23
3.0 Educational Management and School Administration	25
3.1 Introduction	25
3.2 The concepts of educational management and administration .	25
3.3 Leader and leadership styles in schools and colleges in Tanzania	26
3.4 Agents of education control	27
3.5 School improvement	28
4.0 Educational Psychology, Guidance and Counseling	30
4.1 Introduction	30
4.2 Psychology and Educational Psychology	30
4.3 Human Development and Psychology of Teaching and Learning	31
4.4 Learning Theories	37
4.5 Learning in School Settings	40
4.6 Diversity in Learning	44
4.7 Guidance and Counselling	46

5.0 Curriculum and Teaching	51
5.1 Introduction	51
5.2 Curriculum and Curriculum Theory	51
5.3 Curriculum Development Process	53
5.4 Curriculum Materials and Teaching and Learning Resources ..	59
5.5 Teaching and Learning	64
5.6 Classroom Management and Organization	66
5.7 Planning and Preparation for Teaching	68
5.8 Teaching Practice	70
Reading Lists	73

1.0 Introduction

This syllabus consists of an introduction, aims and objectives of education in Tanzania, objectives of teacher education, subject goals and objectives, subject competencies and the assessment methods. The second part of this syllabus presents the content areas which are expressed in topics. There are four major topics in this syllabus which include: Foundations of Education, Educational management and school administration. Educational Psychology, Guidance and Counselling, and Curriculum and Teaching. These areas are included in this programme so as to develop student teachers' competencies and understanding in the basic theories and principles of education, and henceforth, apply them during teaching in Tanzania O'Level Secondary Schools. This syllabus will be implemented in the first two years of the programme.

1.1 Aims and objectives of education in Tanzania

The objectives of education subject syllabus are drawn from the general aims and objectives of education in Tanzania, which are to:

- a) guide and promote the development and improvement of the personalities of the citizens of Tanzania, as well as their human resources and effective utilization of their resources in bringing about individual and national development;
- b) promote the acquisition and appreciation of culture, customs and traditions of the people of Tanzania;
- c) promote the acquisition and appropriate use of literary, social, scientific, vocational, technological, professional and other forms of knowledge, skills and understanding for the development and improvement of individual learner and society;
- d) develop and promote self-confidence and an inquiring mind, an understanding and respect for human dignity and human rights and a readiness to work hard for personal self-advancement and national improvement;
- e) enable and expand the scope of acquisition, improvement and upgrading of mental, practical productive and other life skills needed to meet the changing needs of industry and the economy;

- f) enable every citizen to understand the fundamentals of the national constitution, as well as enshrined human and civil rights, obligation and responsibilities;
- g) promote the love of work, self and wage employment and improve performance in the production and service sectors;
- h) inculcate principles of national ethics and integrity, national and international cooperation, peace and justice through the study, understanding and adherence to the provision of the National Constitution and International basic charters; and
- i) enable a rational use, management and conservation of our environment.

1.2 Objectives of teacher education

The objectives of education subject syllabus is also drawn from the general aims and objectives of teacher education in Tanzania, which are to:

- a) facilitate student teachers to acquire theories and principles of education psychology, guidance and counselling;
- b) enable student teachers to develop pedagogical skills, creativity and innovation;
- c) promote an understanding of the foundation of the school curriculum;
- d) sharpen the student teachers' knowledge, skills and attitude hence competencies in the subjects taught in schools;
- e) develop in the student teachers skills and techniques of assessment, evaluation and action research;
- f) enable student teachers to acquire the organizational, managerial and leadership skills needed in the running of schools; and
- g) promote a gender balance in teacher education.

1.3 Goals of the education subject

The goal of the teacher education professional course is to develop student teachers who are competent in applying the principles of: Educational Psychology, Guidance and Counselling, Foundations of Education, Educational management and school administration and Curriculum and Teaching. This subject is intended to enable student teachers to plan, develop and implement the ordinary level secondary education curriculum.

This subject will be assessed in many ways, including seminar presentations, discussions, classroom questioning, written assignments (i.e. test, terminal and final examinations), portfolios, demonstrations, and research projects.

1.4 Subject objectives

Thus, this subject aims at enabling the student teacher to:

- a) understand the educational direction in Tanzania and the need for it in accordance with the different changes that occurred before and after independence;
- b) evaluate the contributions of education philosophers to teaching and learning;
- c) understand the interrelationships between societies and cross cutting issues into day to day professional practices;
- d) compare and contrast the needs of recasting the education system of Tanzania with those of other countries;
- e) apply managerial and administrative knowledge and skills in attending educational matters;
- f) use curriculum theories in planning, developing and implementing school curriculum;
- g) understand and use curriculum materials for effective teaching and learning processes;
- h) use interactive teaching and learning strategies for effective teaching and learning processes;
- i) use knowledge of psychology and learning theories in the study of different developmental aspects of the learner, which affect the teaching and learning process;
- j) develop and use guidance and counselling skills to help learners gain self actualization and make the right decisions;
- k) develop psychological skills and strategies for dealing with students with special learning needs; and
- l) integrate cross-cutting issues in the teaching and learning process.

1.5 Subject competencies

On successful completion of this course, the student teacher will have ability to:

- a) apply knowledge of basic concepts in psychology, educational psychology, guidance and counselling in teaching and learning;
- b) use the acquired knowledge of special learning needs to integrate learners with special learning needs into normal classrooms;
- c) translate philosophical contributions of distinguished philosophers into day to day educational professional practices;
- d) translate and integrate educational experiences from other countries and relate them to the Tanzanian education system;
- e) demonstrate organizational, leadership and management skills in educational training;
- f) apply curriculum theories in planning, implementation and evaluation of school curriculum; and
- g) demonstrate good understanding of the curriculum development process.

1.6 Organization of the syllabus

The syllabus has been arranged into main topics, sub-topics and specific objectives to be achieved, estimated time, teaching and learning activities, teaching and learning resources, and assessment activities/tools.

Topic/sub-topic

This part describes a matter dealt within a subject.

Specific objectives

This includes statements that describe results in terms of knowledge, attitude, skills, aspirations, and behavior that student teachers are expected to achieve and perform after attaining the program.

Teaching and learning activities

The syllabus proposes some teaching and learning activities for each sub-topic. The tutors, however, should use their knowledge of pedagogy to teach courses more effectively.

Teaching and learning resources

This part describes teaching and learning resources to be used during teaching and learning process. The tutor of the teacher education professional courses is expected to constantly seek information from various sources in order to master the teaching of the subject. A list of reference materials may be periodically recommended by the Ministry of Education, Science and Technology (MoEST).

Assessment activities/tools

This part describes assessment activities/tools to be used during teaching and learning and for assessing learning. Assessment procedures shall include formative assessment, (i.e., classroom/college based assessment practices) and summative assessment (i.e., the final national examination). Part of the formative assessment marks will constitute continuous assessment marks and will carry 50% of the final marks in the summative assessment. The Final Examination by NECTA will carry 50% of the final marks. Table below shows the distribution of the assessment marks.

Table 1: Assessment and Marks Distributions

Types of Assessment	Assessment Measure	Frequency				Weight %
		First Year		Second Year		
		Term I	Term II	Term I	Term II	
Formative Assessment	Tests	2	2	2	2	10
	Individual Assignment	1	1	1	1	10
	Portfolios	1	1	1	1	5
	Research Project	-	-	1	-	10
	Seminar Presentation	1	1	1	1	5
	Terminal and Annual Examination	1	1	1	1	10
Summative Assessment	National Examination	-	-	-	1	50
Total						100

Table 2: Course content and time frame

S/N	Topic	First Year		Second Year	
		Term I	Term II	Term I	Term II
1	Foundations of Education	√	√		
2	Education Psychology Guidance & Counselling		√	√	√
3	Curriculum & Teaching	√	√		
4	Educational Management and School Administration	√	√		

2.0 Foundations of Education

2.1 Introduction

This area contains the following topics: the concept of education, philosophy of education, historical development of education in Tanzania, sociology of education, professionalism and ethics in education, comparative education and educational management and school administration.

2.2 Concept of Education

This topic focuses on the concept of education as a key to the development of any society. This aims at helping student teachers to acquire knowledge of basic concepts in education. It exposes student teachers to the nature, aims and means of acquiring education. Indeed, it lays down fundamental foundations of understanding why education is important to any society. It also analyzes the concept of education and its importance in society.

2.2.1 Conceptualizing the concept of education

Estimated Time: 4 Hours

Specific objectives

By the end of this sub-topic, the student teacher should be able to:

- a) conceptualize the concept of education; and
- b) examine the importance of education in society.

Teaching and learning activities/techniques

- a) Organize group discussions to explain the meaning of education as conceptualized by different scholars
- b) Administer small group assignments on the importance of education in society
- c) Use of questions words (i.e., what, why and how) to engage student teachers in conceptualizing key concepts of education

Teaching and learning resources

- a) Internet materials on the concept of education
- b) Encyclopedia of education
- c) Dictionary of education

Assessment activities/tools

- a) Portfolio to assess student teachers understanding on the meaning of education and its importance in society
- b) Use of questions to assess student teachers' understanding of the key concepts of education
- c) Written assignments (i.e., tests, quizzes and terminal examinations) on the meaning and importance of education in society
- d) Observation checklist for observing and monitoring group discussions and presentations

2.2.2 Means of acquiring education

Estimated Time: 4 Hours

Specific objectives

By the end of this sub-topic, the student teacher should be able to:

- a) analyse the means of acquiring education;
- b) identify challenges associated with the acquisition of education; and
- c) apply the acquired knowledge in everyday life.

Teaching and learning activities/techniques

- a) Organize role play to analyse different ways of acquiring education based on personal experiences
- b) Use questions and answers to engage student teachers in identifying challenges associated with the means of acquiring education
- c) Conduct group discussions and presentations to identify different ways of acquiring education (i.e, inquiry, adaptation, socialization/acculturation and training/instruction)

Teaching and learning resources

- a) Internet materials on means of acquiring education
- b) Case study reports and relevant texts on various ways of acquiring education

Assessment activities/tools

- a) Portfolio to assess skills to keep records about means of acquiring education

- b) Anecdotal records for assessing group interactions/discussions on different ways of acquiring education (i.e, inquiry, adaptation, socialization/acculturation and training/instruction)
- c) Observation checklist for observing and monitoring group discussions and presentations

2.2.3 Forms of education

Estimated Time: 6 Hours

Specific objectives

By the end of this sub-topic, the student teacher should be able to:

- a) identify the three forms of education;
- b) distinguish the three forms of education; and
- c) describe the importance of various forms of education in the society.

Teaching and learning activities/techniques

- a) Administer group assignments to describe each form of education, namely: formal, non-formal and informal education
- b) Organize debates on the importance of each form of education in the society

Teaching and learning resources

- a) Charts showing the features of the three forms of education
- b) Relevant reference books on forms of education
- c) Education and training policy documents, case study reports on the forms of education

Assessment activities/tools

- a) Use of strategic questions beginning with what, why and how question words to assess individual students, small group or entire class understanding on the forms of education
- b) Tests, quizzes and terminal examinations to assess student teachers' understanding on the forms of education
- c) Anecdotal records for assessing group interactions and debates
- d) Use of portfolio for personal reflection on the forms of education

2.3 Philosophy of Education

This topic enhances the development of skills of reasoning systematically to arrive at sound judgment in dealing with educational problems. It is designed to expose student teachers to the concept and branches of philosophy and the application of philosophical ideas in teaching and learning activities.

2.3.1 The concept of philosophy and philosophy of education

Estimated Time: 4 Hours

Specific objectives

By the end of this sub-topic, the student teacher should be able to:

- a) explain the concepts of philosophy and philosophy of education;
- b) analyse the main branches of philosophy and their characteristics in relation to educational activities; and
- c) analyse the importance of the philosophy of education in teaching and learning.

Teaching and learning activities/techniques

- a) Think-pair-share method to explain the concepts of philosophy and the philosophy of education
- b) Punctuated lectures to describe each branch of philosophy
- c) Use of strategic questions with what, why and how questions words to engage students into in-depth thinking of the concepts of philosophy and the philosophy of Education
- d) Group discussions to analyze the characteristics of each branch of philosophy which include: metaphysics, epistemology, axiology and logic
- e) Group discussions and presentations to analyze the importance of philosophy of education in teaching and learning

Teaching and learning resources

- a) Internet materials on the concepts and branches of philosophy
- b) Encyclopedia of philosophy of education
- c) Posters depicting various philosophical ideas

Assessment activities/tools

- a) Tests, quizzes and terminal examinations to assess the understanding of concepts and branches of philosophy
- b) Anecdotal records for assessing group interactions
- c) Use portfolio to assess student teachers' understanding of philosophers and their philosophical stance in education
- d) Observation checklist for observing group discussions and presentations

2.3.2 Ideas of distinguished philosophers

Estimated Time: 8 Hours

Specific objectives

By the end of this sub-topic, the student teacher should be able to:

- a) explain the basic ideas of education philosophers;
- b) distinguish various education philosophers; and
- c) interpret the philosophical contributions of education philosophers to the Tanzanian education context.

Teaching and learning activities/techniques

- a) Use individual questions to engage student teachers in discussing the basic ideas of philosophers on education (i.e., Plato, Montessori, Immanuel Kant, Rousseau, Pestalozzi, Dewey, Froebel, Freire, Nyerere, Theodore Brameld, Jean-Paul Sartre, Michel Foucault and Jacques Derrida)
- b) Facilitate library searches and report writing on the basic ideas of philosophers on education and their relevance to Tanzanian education
- c) Organize small group discussions and presentations on the relevance of distinguished philosophers and their philosophical contributions to Tanzanian education
- d) Conduct a punctuated lecture to summarize the basic ideas of distinguished philosophers in relation to the Tanzanian educational context

Teaching and learning resources

- a) Posters depicting the ideas of the listed philosophers
- b) Relevant textual materials on basic ideas of distinguished philosophers
- c) Internet materials on distinguished philosophers' ideas
- d) A chart on various philosophical ideas

Assessment activities/tools

- a) Student teachers' portfolios to assess skills to record ideas related distinguished philosophers
- b) Anecdotal records for assessing group interaction
- c) Tests, quizzes and terminal examinations to assess skills of distinguishing philosophers' and their philosophical ideas
- d) Use of question and answer technique to assess student teachers' understanding of basic ideas of education philosophers
- e) Observation checklist for observing and assessing student teachers' discussions and presentations

2.4 Historical Development of Education in Tanzania

This topic introduces student teachers to the historical development of education in Tanzania. It examines the main features of indigenous education, colonial education and post independence education.

2.4.1 African indigenous education

Estimated Time: 6 Hours

Specific objectives

By the end of this sub-topic, the student teacher should be able to:

- a) describe the concept of African indigenous education;
- b) explain the main features of African indigenous education;
- c) analyse the strengths and weaknesses of African indigenous education;
- and
- d) assess the relevance of African indigenous education.

Teaching and learning activities/techniques

- a) Lead brainstorming on the concept of African indigenous education
- b) Conduct group discussions on the fundamental principles of African indigenous education
- c) Invite a guest speaker from an indigenous African society to talk about her/his educational experience from his/her local community
- d) Organize group discussions on the strengths and weaknesses of African indigenous education

- e) Organize debates on the relevance of African indigenous education in the contemporary educational context
- f) Administer individual assignment to discuss ways for integrating African indigenous education into the current education system

Teaching and learning resources

- a) Internet materials related to the African indigenous education
- b) Posters showing fundamental principles of the African indigenous education
- c) Case study reports such as: the Makweta Presidential Commission Report of (1982) and Government circulars on the provision of education before 1961
- d) Relevant textual materials on the strengths and weaknesses of the African indigenous education

Assessment activities/tools

- a) Student teachers' portfolios to assess skills for keeping record on the ways to integrate African indigenous education into current education system in Tanzania
- b) Rating scales for assessing co-operate group learning
- c) Written works (i.e., tests, quizzes and examinations) on the major changes that occurred in African indigenous education
- d) Observation checklist to observe and assess group discussions

2.4.2 Colonial education

Estimated Time: 4 Hours

Specific objectives

By the end of this sub-topic, the student teacher should be able to:

- a) explain the main features of colonial education; and
- b) discuss the strengths and weaknesses of colonial education.

Teaching and learning activities/techniques

- a) Lead the brainstorming on the features of colonial education in Tanganyika and Zanzibar during German and British colonial rule

- b) Organize small group discussions and plenary presentations on the strengths and weaknesses of colonial education during German and British colonial domination

Teaching and learning resources

- a) Time lines of colonial education in Tanganyika and Zanzibar
- b) Government circulars on the provision of education before 1961
- c) Relevant textual materials on the strengths and weaknesses of colonial education
- d) Charts and graphs showing the provision of colonial education
- e) Internet materials related to colonial education

Assessment activities/tools

- a) Written reports to assess knowledge on the colonial education both in Tanganyika and Zanzibar
- b) Rating scale to assess co-operate group learning
- c) Anecdotal records to assess group interactions
- d) Tests, quizzes and terminal examinations on assessing student teachers' understanding of features of colonial education and strengths/weaknesses of colonial education

2.4.3 Education after independence

Estimated Time: 8 Hours

Specific objectives

By the end of this sub-topic, the student teacher should be able to:

- a) analyse the major educational changes in Tanzania from independence to the present;
- b) assess the relevance of “Education for Self-Reliance” philosophy to Tanzania’s current education; and
- c) analyze the influences of Education Sector Development Programme (ESDP); Primary Education Development Plan (PEDP) and Secondary Education Development Plan (SEDP) on education and curriculum reforms in Tanzania.

Teaching and learning activities/techniques

- a) Organize punctuated lectures to analyze the major educational changes after the independence
- b) Organize group discussions and presentations on the major educational changes from independence to present
- c) Apply punctuated lectures to analyse the major features of the following: Education for Self-Reliance, Integration of education and work, and integration of schools and diversification of schools
- d) Organize small group and plenary discussions on the relevance of Education for Self-Reliance in Tanzania
- e) Organize small group projects to analyze different approaches used to implement Education for Self-Reliance in Tanzania
- f) Organize small group discussions on the implementation of ESDP, PEDP and SEDP programmes

Teaching and learning resources

- a) Internet materials related to Education for Self-Reliance and other educational changes after independence in Tanzania
- b) Reports such as the Makweta Presidential Commission of 1982
- c) The 1962 and 1978 Education Acts
- d) Text materials on Education for Self-Reliance
- e) Basic Educational Statistics in Tanzania (BEST)
- f) The (1995 and 2014) Education and Training Policies

Assessment activities/tools

- a) Rating scale for assessing co-operative group learning
- b) Anecdotal records for assessing group interactions
- c) Test, quizzes and terminal examinations for assessing knowledge of major changes that occurred from independence to present
- d) Observation, checklist for observing and monitoring student teachers discussion on the implementation on Education for Self-Reliance and Education Sector Development Programmes (ESDP)
- e) Use of questioning strategies with what, how and why questions words to assess student teachers understandings of the relevance of “Education for Self-Reliance” philosophy to Tanzania’s current education

2.5 Sociology of Education

This topic introduces the student teacher to the sociological analyses of educational problems. It exposes the student teacher to the principles and methods of the sociology of education and their implications in teaching and learning processes.

2.5.1 The concept of sociology and sociology of education

Estimated Time: 3 Hours

Specific objectives

By the end of this sub-topic, the student teacher should be able to:

- a) define the concept of sociology;
- b) describe the concept of sociology of education; and
- c) Explain the implication of sociology of education on teaching and learning progress.

Teaching and learning activities/techniques

- a) Brainstorming on the concept of sociology and sociology of education
- b) Guided group assignment to establish the relationship between sociology and the sociology of education
- c) Group discussions and presentations to describe the concept of sociology of education
- d) Small group discussion on the implications of sociology of education in the teaching and learning process

Teaching and learning resources

- a) Dictionary of the sociology of education
- b) Dictionary of the Sociology
- c) Encyclopedia of education or sociology
- d) Textual and internet materials on the sociology of education

Assessment activities/tools

- a) Anecdotal records for assessing group interaction and presentations
- b) Rating scale to assess co-operative learning groups
- c) Quizzes, tests and terminal examinations on sociology and sociology of education

- d) Individual assignment to determine the understanding of the concepts of sociology and the sociology of education
- e) Observation checklist to observe and assess the implication of group discussion about sociology on Teaching and Learning

2.5.2 Distinguished sociologists and their ideas

Estimated Time: 7 Hours

Specific objectives

By the end of this sub-topic, the student teacher should be able to:

- a) evaluate the relevance of basic sociological ideas (Karl Max, Max Webber and Emile Durkheim and Pierre Bourdieu) in education.

Teaching and learning activities/technique

- a) Punctuated lectures focused on analyzing the educational contributions of distinguished sociologists
- b) Guided group/individual assignments and presentations focused on evaluating the ideas of distinguished sociologists and their influences on education in Tanzania
- c) Group discussions and presentations focused on analyzing distinguished sociologists and their ideas

Teaching and learning resources

- a) Posters showing ideas of the distinguished sociologists
- b) Punctuated lectures on the educational contributions of sociologists, including Karl Max, Max Weber, Emile Durkheim and Pierre Bourdieu

Assessment activities/tools

- a) Written reports on the ideas of the following sociologists: Karl Max, Max Weber, Emile Durkheim and Pierre Bourdieu
- b) Observation checklists to determine their understandings of distinguished sociologists and their ideas about education

2.5.3 Sociological factors affecting education in Tanzania

Estimated Time: 4 Hours

Specific objectives

By the end of this sub-topic, the student teacher should be able to:

- a) analyse sociological factors; and
- b) explain how sociological factors have affected education in Tanzania.

Teaching and learning activities/techniques

- a) Organize small group discussions to discuss the influences of the following sociological factors on education: social class, culture, religion, regional variations, technology, language policy, rural urban diversity, environment, HIV/AIDS and gender on education
- b) Organize think pair share discussion to analyze sociological factors and their influences on education by using textual materials
- c) Conduct engage individual student, small groups or entire class discussion to discuss the factors affecting education in Tanzania by using strategic question words such as what, why or how

Teaching and learning resources

- a) Newspaper cuttings (e.g. feature articles, editorial comments and readers' views) on education in Tanzania
- b) Case study reports on education in Tanzania
- c) Textual and internet materials on sociological factors and education in Tanzania

Assessment activities/tools

- a) Anecdotal records for assessing group interaction
- b) Written assignments for assessing student teachers' understanding of the sociological factors and their effects on education in Tanzania
- c) Observation checklists for observing and assessing group discussions and presentations

2.5.4 Socialization and its agents

Estimated Time: 4 Hours

Specific objectives

By the end of this sub-topic, the student teacher should be able to:

- a) define the concept of the socialization agent; and
- b) explain how the agents of socialization influence the behaviour of learners.

Teaching and learning activities/techniques

- a) Conduct individual assignments or group discussions focused on explaining how socialization agents contribute to the learners' behavioural changes
- b) Organize group discussions to explain the socialization process, its agents and their roles in teaching and learning
- c) Conduct small discussion to describe socialization process as an agent of behavioural change by using questions
- d) Organize student teachers in analyzing sociological processes as agents influencing the behaviour of learners by using textual materials

Teaching and learning resources

- a) Charts showing the socialization process and its agents
- b) Newspapers, articles, textual and online materials on socialization

Assessment activities/tools

- a) Anecdotal records for assessing group interactions
- b) Written assignments (i.e., quizzes, test and terminal examination) on socialization process and its agents
- c) Observation checklist for observing and monitoring student teacher discussions

2.6 Professionalism and Ethics in Education

This topic exposes student teachers to professionalism and ethics in education in order to develop a sense of integrity, accountability and respect for the teaching profession. Moral and ethical conducts are emphasized in the teachers code of conduct.

2.6.1 The concept of professionalism and ethical dimensions in professional undertaking.

Estimated Time: 4 Hours

Specific objectives

By the end of this sub-topic, the student teacher should be able to:

- a) analyze the concept of a teacher, professionalism, moral and ethical behaviour and the teaching profession;
- b) differentiate professional from non-professional undertakings; and
- c) explain the importance of professionalism and ethical aspects of the curriculum for teacher education and training in Tanzania.

Teaching and learning activities/techniques

- a) Lead the brainstorming on the concepts of profession, professionalism and ethics
- b) Organize group discussions on the characteristics/criteria of the teaching profession and roles of an effective teacher
- c) Create small group discussions on the importance of professionalism and ethics in education
- d) Organize think-pair-share on the nature of professionalism in teaching

Teaching and learning resources

- a) Internet materials on the roles of professional teachers, moral and ethical values in education
- b) Case study reports on teacher professionalism and ethics
- c) Charts which differentiate professional from non-professional undertakings
- d) Internet materials on teachers' professional and ethical documents
- e) Relevant textual materials on teacher professionalism and ethics

Assessment activities/tools

- a) Rating scale for assessing co-operative learning skills
- b) Anecdotal records for assessing group discussions
- c) Written assignments on the differences between professional and non-professional undertakings
- d) Tests, quizzes and terminal examination on the rationale and nature of the teaching profession

2.6.2 The teaching profession in Tanzania

Estimated Time: 6 Hours

Specific objectives

By the end of this sub-topic, the student teacher should be able to:

- a) examine the rationale for and challenges of teacher professional development programmes in Tanzania; and
- b) identify professional misbehaviours in teaching and education in Tanzania.

Teaching and learning activities/techniques

- a) Lead the brainstorming about the rationale for teacher professional development programs
- b) Organize group discussions on the challenges of teacher professional development programmes in Tanzania
- c) Conduct punctuated lectures focused on identifying professional misbehaviours in teaching and education in Tanzania

Teaching and learning resources

- a) Professional codes of conduct and Government standing orders' documents
- b) Internet materials on the teaching profession
- c) Professional practice
- d) Case study reports on teachers' professionalism

Assessment activities/tools

- a) Rating scale for assessing co-operative learning skills
- b) Anecdotal records for assessing group interactions
- c) Student teachers' portfolios to assess skills in preparing folios showing the contemporary ethical problems and their possible solutions in the teaching profession in Tanzania
- d) Tests, quizzes and terminal examinations on the rationale, challenges and teacher misdemeanors in the teaching profession

2.6.3 The professional code of conduct for teachers in Tanzania

Estimated Time: 8 Hours

Specific objectives

By the end of this sub-topic, the student teacher should be able to:

- a) analyze the concept of professional codes of conduct;
- b) analyze the key aspects of the professional codes of conduct for teachers in Tanzania; and
- c) examine the multi-dimensional roles of professional teachers towards the child, community, state, employer and the teaching profession.

Teaching and learning activities/techniques

- a) Conduct punctuated lectures focusing on analyzing the professional code of conduct and teachers' responsibilities
- b) Organize small group discussions to examine professional misbehaviours in the teaching professional
- c) Organize classroom group discussion to analyze the concept of teachers' code of conduct and the key aspects of the professional codes of conduct for teachers by using questions

Teaching and learning resources

- a) Professional code of conduct and standing orders documents
- b) Internet materials on teachers' professional conduct
- c) Relevant textual materials on the responsibility of the teacher towards the following: child, community, state, employer and the teaching profession

Assessment activities/tools

- a) Rating scale for assessing co-operative learning skills
- b) Anecdotal records for assessing group interactions
- c) Written assignments for assessing student teachers' understanding of the Tanzanian teachers 'code of conduct
- d) Group assignments to assess knowledge on the responsibilities of teachers to the teaching profession, child, community, state and employer

2.7 Comparative Education

This Sub-topic introduces student teachers to various education systems of different countries. The sub-topic enables student teachers to judge the similarity and/or differences existing in such education systems as well as helping them to determine the lessons that can be learnt from each education system discussed.

The Concept of Comparative education and its relevance

Estimated Time: 8 Hours

Specific objectives

By the end of this topic, the student teacher should be able to:

- a) describe the concept of “comparative education” and its relevance;
- b) compare and contrast systems of education in Tanzania and those of Kenya, Uganda, the United Kingdom and China.

Teaching and learning activities/techniques

- a) Using questions and answers to describe the concept of “comparative education” and its relevance
- b) Invite a guest speaker to talk about the education system in any foreign country
- c) Conduct punctuated lectures to analyze the education system of United Kingdom and China with emphasis on Universal Primary Education (UPE), vocational training, literacy, accessibility, equality and equity issues
- d) Organize a debate on the education system of the following: EAC and SADC countries in relation to UPE, vocational training, literacy, accessibility, equality and equity issues

Teaching and learning resources

- a) Leaflets on education in Kenya, China, Kenya, Uganda and United Kingdom
- b) Video films
- c) Education statistical charts
- d) Internet materials on the education systems in United Kingdom, China, Kenya and Uganda
- e) Journals, articles and books from the respective countries

Assessment activities/tools

- a) Tests, quizzes and terminal examinations focused on analyzing the Tanzania education system in relation to UPE, vocational training, literacy, accessibility, equality and equity issues
- b) Rating scales for assessing cooperative group learning
- c) Individual written reports focused on assessing the understanding of the comparison between the Tanzania education system to those from United Kingdom, China, Kenya and Uganda
- d) Anecdotal records for assessing group interactions

3.0 Educational Management and School Administration

3.1 Introduction

This area introduces the student teacher to the challenges and practices of school management and administration. It covers the concepts of “organization theory”, as well as “principles and theories of educational management and administration”.

3.2 The concepts of educational management and administration

Estimated Time: 4 Hours

Specific objectives

By the end of this sub-topic, the student teacher should be able to:

- a) analyze the concept of management;
- b) analyze the major concepts of educational management and administration;
- c) analyze the main components of school management and administration;
- d) examine the major theoretical perspectives used in educational managements and administration; and
- e) apply the acquired management and administrative skills in the running of schools/colleges.

Teaching and learning activities/techniques

- a) Conduct punctuated lectures focused on analyzing the concepts of “management”, “administration”, “educational management” and “educational administration”
- b) Organize group discussions and presentations on the management of schools/colleges in Tanzania in relation to planning, organizing, directing, supervising and controlling
- c) Organize think pair share group to discuss major theoretical perspectives (i.e., Taylor’s scientific management, administrative, Weber’s bureaucratic, human relation and contingency theories)
- d) Invite guest speakers to discuss the components of management such as planning, organizing, supervising, directing, coordinating and budgeting

Teaching and learning resources

- a) Dictionaries of educational management and administration
- b) School/college organizational charts

- c) Relevant textual materials on educational management and administration
- d) Internet materials on educational management and administration

Assessment activities/tools

- a) Anecdotal records for assessing group discussions and presentations
- b) Written reports on the concepts of educational management and administration
- c) Test, quizzes and terminal examinations on the basic concepts, theory and components of educational management and administration
- d) Scales for assessing cooperative learning activities
- e) Written assignments to assess knowledge on the differences between educational management and educational administration

3.3 Leader and leadership styles in schools and colleges in Tanzania

Estimated Time: 4 Hours

Specific objectives

By the end of this sub-topic, the student teacher should be able to:

- a) analyze the concepts of a leader and leadership in a school/college;
- b) examine various leadership styles in schools in Tanzania; and
- c) summarize the merits and demerits of various leadership styles.

Teaching and learning activities/techniques

- a) Conduct punctuated lectures on the concepts of a leader, leadership and leadership styles
- b) Invite expert(s) to give presentations on different views of educational management and administrative styles
- c) Organize group discussions on the roles and skills of the education manager/administrator in school/colleges in Tanzania
- d) Organize a gallery walk to explore theories of leadership (great man, trait, behaviour, contingency, transactional and transformational theories)
- e) Organize group presentations on the application/effects of leadership skills in running educational activities in schools/colleges in Tanzania

Teaching and learning resources

- a) Dictionaries of education and management
- b) Relevant textual materials on leadership skills in various educational activities in school
- c) Newspapers, cartoons and articles depicting leadership styles
- d) National Guidelines for Head Teachers/Head Masters/College Principles on School and College Management and Administration

Assessment activities/tools

- a) Written assignments focused on assessing the understanding of the leadership skills for school/colleges in Tanzania
- b) Rating scale for assessing individual teacher and co-operative learning skills
- c) Observation checklists for observing and monitoring group discussions and presentations

3.4 Agents of education control

Estimated Time: 3 Hours

Specific objectives

By the end of this sub-topic, the student teacher should be able to:

- a) analyze the concept of agent of education control; and
- b) analyze the roles of different stakeholders in education.

Teaching and learning activities/techniques

- a) Plan group discussions on the concept “agents of education control”
- b) Organize a gallery walk to understand the roles of the following: the parliament, the Ministry of Education, Science and Technology, educational departments and institutions, professional associations, religious organizations and other non-state organizations on controlling policies, regulations and circulars in education

Teaching and learning resources

- a) MoEST, parliamentary and Presidents’ Office - Regional Administration and Local Government (PO-RALG) acts, regulation and circulars
- b) Internet materials on agents of education control

- c) Leaflets showing the roles of different stakeholders in education

Assessment activities/tools

- a) Rating scale for assessing co-operative learning skills
- b) Anecdotal records for assessing group interaction
- c) Written assignments on assessing the roles of different stakeholders in education

3.5 School improvement

Estimated Time: 4 Hours

Specific objectives

By the end of this sub-topic, the student teacher should be able to:

- a) analyse theories of school improvement and their implications on teaching and learning;
- b) apply school improvement theories and principles in the design of school improvement strategies; and
- c) evaluate school improvement plans and strategies.

Teaching and learning activities/techniques

- a) Think-pair-share on the concept of school/college improvement
- b) Punctuated lectures focusing on analyzing the theories of school/college improvement
- c) Group work tasks to design school improvement plans focusing on any chosen the theoretical perspectives
- d) Group discussions to categorize strategies of school/college improvement.
- e) Group work focused on explaining the steps for the preparation of school improvement plans
- f) Punctuated lectures to explain the concept and types of teacher professional development (teachers profession communities, self-initiative or directed, site based, or school based, standard or centralized professional development
- g) Small group discussions on the strategies of involving the community in school improvement activities
- h) A role play to demonstrate community involvement in school/college improvement activities

- i) Group work tasks on analyzing the influences of educational policies (Education and Training Policy of 1995 and 2014) in the curriculum reform and school/college improvements and strategies

Teaching and learning resources

- a) Internet materials on theories of school/college improvement
- b) Textual materials reflecting on the concept and types of teachers' professional development
- c) Copies of Education and Training Policies (1995 and 2014) and educational circulars and syllabi

Assessment activities/tools

- a) Group written assignments
- b) Anecdotal records for recording group discussions and presentations
- c) A portfolio on school/college improvement plan/strategies

4.0 Educational Psychology, Guidance and Counselling

4.1 Introduction

This area contains the following topics: psychology and educational psychology, human development and psychology of teaching and learning, learning theories, learning in school settings, diversity in learning and guidance and counselling.

4.2 Psychology and Educational Psychology

This topic enables the student teacher to apply the basic concepts of psychology and educational psychology in the teaching and learning processes.

4.2.1 The concept psychology

Estimated Time: 4 Hours

Specific objectives

By the end of this sub-topic, the student teacher should be able to:

- a) analyze the concept of psychology;
- b) describe the origins of psychology; and
- c) differentiate the branches of psychology.

Teaching and learning activities/techniques

- a) Organize library and online searches on the meaning and origins of psychology
- b) Use of concept maps to engage student teachers to differentiate the branches of psychology
- c) Use of questions strategies with what, why or how questions words to engage student teachers in analyzing the concept of psychology

Teaching and learning resources

- a) Different reading materials like books, modules and journals on psychology
- b) Online search materials

Assessment activities/tools

- a) Oral exercises/questions on the meaning and origin of psychology
- b) Observation schedules to assess individual participation in discussions

4.2.2 Educational psychology

Estimated Time: 6 Hours

Specific objectives

By the end of this sub-topic, the student teacher should be able to:

- a) explain the meaning of educational psychology;
- b) examine the importance of studying educational psychology; and
- c) analyse the functions of educational psychology in teaching and learning.

Teaching and learning activities/techniques

- a) Through brainstorming questions to explain the meaning of educational psychology
- b) Organize use library searches on the functions of education psychology
- c) Use questions and answers to engage individual learners', small groups or the entire class to examine the importance of educational psychology in teaching and learning

Teaching and learning resources

Textual materials including books, articles, online searches, and journals of educational psychology

Assessment activities/tools

- a) Written assignments on the meaning of educational psychology
- b) Rating scales for assessing individual participations in explaining the importance of educational psychology
- c) Strategic questions for assessing student teachers' understandings of the functions of educational psychology in teaching and learning

4.3 Human Development and Psychology of Teaching and Learning

This topic enables the student teacher to apply knowledge of human development in the planning and organization of teaching and learning processes.

4.3.1 Physical development

Estimated Time: 6 Hours

Specific objectives

By the end of this sub-topic, the student teacher should be able to:

- a) describe prenatal and postnatal stages of human development;
- b) analyze the concepts of child growth, development and maturation;
- c) analyze human developmental changes during the stage of adolescence; and
- d) examine challenges facing adolescents during maturation and their impacts on the teaching and learning processes.

Teaching and learning activities/techniques

- a) Through think pair share to engage learners in discussing the concepts of child growth, development and maturation
- b) Organize seminar presentations to analyze different stages of human development
- c) Plan group discussions on the emotional and physical changes that occur in boys and girls during puberty
- d) Use case study to examine psychological challenges facing adolescents
- e) Plan a role play and post-discussion to suggest solutions for the challenges related to adolescence
- f) Organize group discussions and presentations on identifying the prenatal and postnatal stages of human development
- g) Use think pair share methods to engage student teachers on discussing the challenges facing adolescents during maturation and their impacts on the teaching and learning processes

Teaching and learning resources

- a) Psychology books and journals
- b) Internet sources on psychology and human development

Assessment activities/tools

- a) Written assignments focused at describing changes that occur on boys and girls during puberty

- b) Use of questions and answers to assess learners understanding on the concepts of child growth, development and maturation
- c) Observation checklist for observing and monitoring group discussions and presentations

4.3.2 Cognitive development

Estimated Time: 8 Hours

Specific objectives

By the end of this sub-topic, the student teacher should be able to:

- a) analyze the concepts of cognitive development and cognition;
- b) differentiate cognitive development from cognition;
- c) describe how equilibrium, accommodation, and assimilation occur;
- d) appraise Piaget's cognitive development theory and its applications in teaching; and
- e) analyze factors affecting cognitive development and their impacts on learning.

Teaching and learning activities/techniques

- a) Conduct a library searches on the concepts of cognitive development, the nature of the human brain, cognition, schema, assimilation, equilibrium and accommodation
- b) Organize think pair share groups to discuss the concept of “learner's cognitive abilities” according to Piaget's stages of development
- c) Organize focused group work to analyze factors affecting cognitive development and their impact on learning
- d) Organize group discussions and presentations on analyzing Piaget's cognitive development theory and its applications to teaching
- e) Use strategic questions to guide the analysis of the Piaget's cognitive development theory and its applications to teaching

Teaching and learning resources

- a) Educational psychology books and journals
- b) Internet sources on psychology and cognitive development

Assessment activities/tools

- a) Questions and answers to assess knowledge on explaining the concepts of cognitive development and cognition
- b) Written exercises for analyzing factors affecting cognitive development and their impacts on learning
- c) Use of strategic questions to assess student teachers' understandings of Piaget's cognitive development theory and its applications to teaching

4.3.3 Social development

Estimated Time: 8 Hours

Specific objectives

By the end of this sub-topic, the student teacher should be able to:

- a) relate social developments to cross-cutting issues like sexual health, drug abuse, and street children;
- b) identify socio-cultural factors influencing social behaviour during adolescence;
- c) examine the effects of irresponsible sexual behavior;
- d) explain ways of helping adolescents recognize the consequences of irresponsible sexual behaviour;
- e) evaluate socio-cultural factors that contribute to gender oppression, discrimination and stereotyping; and
- f) demonstrate ways to address gender issues in relation to HIV and AIDS.

Teaching and learning activities/techniques

- a) Through brainstorming to identify the socio-cultural factors that influence social behaviour during adolescence
- b) Invite a guest speaker to address issues related to irresponsible sexual behaviour and gender in relation to HIV and AIDS
- c) Organize individual student teacher task to write report in case related to irresponsible sexual behaviour and HIV and AIDS
- d) Organize think share groups to examine in groups the effects of irresponsible sexual behaviour
- e) Organize focused group work to engage individual learner, small groups or entire class to evaluate socio-cultural factors that contribute to gender oppression, discrimination and stereotyping

- f) Through oral questions to explain ways of helping adolescents to recognize the consequences of irresponsible sexual behavior

Teaching and learning resources

- a) Library materials, leaflets/brochures and videos on human development
- b) Prepared text materials on gender issues

Assessment activities/tools

- a) Written assignments on the socio-cultural factors influencing social behaviour during adolescence
- b) Written reports to evaluate socio-cultural factors that contribute to gender oppression, discrimination and stereotyping
- c) Through questions strategies with what, why and how questions words to assess student teachers' understandings of ways to help adolescents recognize the consequences of irresponsible sexual behavior

4.3.4 Moral and emotional development

Estimated Time: 8 Hours

Specific objectives

By the end of this sub-topic, the student teacher should be able to:

- a) explain the meanings of moral and emotional development;
- b) describe Piaget's and Kohlberg's theories of moral development and their applications to teaching and learning;
- c) interpret the effects of moral and emotional developments on the learner's behaviour and learning processes; and
- d) determine ways of enhancing morality/values among learners.

Teaching and learning activities/techniques

- a) Guide student teachers to brainstorm on the moral and emotional development
- b) Organize group discussions and presentations on Piaget's and Kohlberg's theories of moral development and their applications to teaching and learning
- c) Organize student teachers in groups to discuss and present theories of morality and levels of moral development

- d) Use individual questions to describe the effects of moral and emotional developments on learners' behaviour and the learning process
- e) Organise project activities for student teachers to study learners' moral development and a social system of a learning institution and write report
- f) Organize role plays that show ways of enhancing morality among learners

Teaching and learning resources

- a) Educational psychology books and journals
- b) Tutor-prepared textual materials on moral and emotional development
- c) Tutor-prepared guidelines for carrying out project activities

Assessment activities/tools

- a) Project reports on learners' moral and emotional developments
- b) Oral and written questions focused at describing the effects of moral emotions on learners' behaviour and learning processes
- c) Observation checklist for observing and monitoring group discussions and presentations

4.3.5 Personality development

Estimated Time: 5 Hours

Specific objectives

By the end of this sub-topic, the student teacher should be able to:

- a) examine different meanings of personality;
- b) describe the importance of studying personality development in teaching and learning; and
- c) appraise Sigmund Freud's and Eric Erickson's ideas on individual personality development.

Teaching and learning activities/techniques

- a) Organize small groups of student teachers to brainstorm on the concept of personality
- b) Organize student teachers in groups to describe the importance of personality development in teaching and learning
- c) Organize small groups to discuss and make presentation on Sigmund Freud's and Eric Erickson's ideas on personality development

- d) Use focused questions to engage student teacher to describe the importance of personality development in teaching and learning

Teaching and learning resources

- a) Educational psychology books and journals
- b) Learning materials on personality development

Assessment activities/tools

- a) Oral questions to examine student teachers' understanding of the meanings of personality
- b) Essay writing to appraise the Sigmund Freud's and Eric Erickson's ideas in determining individual personality development
- c) Use questions and strategic questions to assess student teachers' understandings of the importance of personality development in teaching and learning

4.4 Learning Theories

This topic intends to enable student teachers to integrate fundamental learning theories and their implications into the teaching and learning process.

4.4.1 The concept of learning

Estimated Time: 6 Hours

Specific objectives

By the end of this sub-topic, the student teacher should be able to:

- a) explain the meaning of learning;
- b) describe the three domains of learning; and
- c) distinguish between deductive learning and inductive learning.

Teaching and learning activities/techniques

- a) Organise group discussion focused at discussing the meaning of learning
- b) Organize small groups of student teachers to describe in groups the three domains of learning and their significances on teaching and learning
- c) Organise groups of student teachers to distinguish between deductive learning and inductive learning

- d) Teachers assignment to design learning activities based on the three domains of learning

Teaching and learning resources

Different reading materials like books, modules and journals on learning

Assessment activities/tools

- a) Observation schedules to assess individual participation in the discussions.
- b) Oral questions to explain the meaning of learning
- c) Written assignments to describe the three domains of learning
- d) Written assignments to describe the three domains of learning (i.e., cognitive, psychomotor and affective)

4.4.2 Behaviourist learning theories

Estimated Time: 8 Hours

Specific objectives

By the end of this sub-topic, the student teacher should be able to:

- a) explain “learning” in terms of behavioural change;
- b) examine classical conditioning theory and its implications on classroom practices;
- c) examine operant conditioning theory and its implications on classroom practices;
- d) examine Bandura’s observational learning theory and its implications on teaching and learning; and
- e) appraise Thorndike’s laws of learning and its implications on teaching and learning process.

Teaching and learning activities/techniques

- a) Use think pair share technique to engage student teachers to explain the meaning of learning and learning theories
- b) Use focused questions to engage student teachers in explaining the meaning of learning as a situational changes in overt behaviour

- c) Organize a think pair share groups for student teachers to examine and presents on the classical conditioning, operant conditioning and Bandura's observational learning theories and their implications in classroom practices
- d) Organize student teachers to apprise groups Thorndike's laws of learning in teaching and learning processes
- e) Assign a group work for student teachers to design learning activities based on the behaviourist theories of learning

Teaching and learning resources

- a) Educational psychology books and journals
- b) Internet sources on educational psychology and learning theories

Assessment activities/tools

- a) Anecdotal records to assess individual participation and group discussions
- b) Oral questions to assess student teachers' understanding of implications of learning theories on teaching and learning

4.4.3 Cognitive leaning theories

Estimated Time: 8 Hours

Specific objectives

By the end of this sub-topic, the student teacher should be able to:

- a) explain the significance of Piaget, Ausubel, Bruner and Vygotsky's views on the learning process;
- b) use constructivist learning approaches in learning;
- c) design learning activities based on constructivist approaches to learning; and
- d) identify types of learning according to Robert Gagne and their implications on learning.

Teaching and learning activities/techniques

- a) Use think pair share techniques to engage student teachers in explaining the meaning of learning as changes in thinking

- b) Organize student teachers in groups to discuss and present ideas/views of the Cognitivists (i.e., Piaget, Ausubel, Bruner and Vygotsky) and their significances in teaching and learning
- c) Assign groups for student teachers to design learning activities based on constructivist teaching and learning approaches
- d) Organize student teachers in groups to analyze in groups Robert Gagnes' ideas about learning
- e) Use oral question to engage student teachers explain the use of constructivism approaches in teaching and learning
- f) Organize think pair share groups for student teachers to design learning activities based on cognitive theories of learning
- g) Use think-pair share techniques to engage student teachers in contrasting between behaviourist and constructivist theories of learning

Teaching and learning resources

- a) Educational psychology books and journals
- b) Internet sources on educational psychology and learning theories

Assessment activities/tools

- a) Anecdotal records to assess individual student teachers work in preparing a lesson using constructivist teaching and learning approaches.
- b) Written assignments and oral questions to assess student teachers' understandings of the cognitivists ideas and their implications to teaching and learning.
- c) Use of questions strategies with what, why and how questions words to assess student teachers' understanding on the use constructivist approaches in teaching and learning.
- d) Observation checklist for analyzing student teachers' work in designing learning activities based on cognitive theories of learning.

4.5 Learning in School Settings

This topic provides the student teachers with facts and principles related to motivation, reinforcement, punishment, memory and learning, as well as the transfer of learning for improving and solving problems related to teaching and learning.

4.5.1 Motivation and reinforcement

Estimated Time: 8 Hours

Specific objectives

By the end of this sub-topic, the student teacher should be able to:

- a) describe the meanings of motivation and reinforcement;
- b) explain the significance of motivation and reinforcement in the teaching and learning processes;
- c) identify types of motivation and reinforcement;
- d) identify simple ways of motivating and reinforcing students' behaviour and achievement;
- e) explain the ways in which parents can reinforce the behaviours of their children;
- f) evaluate the use of negative reinforcement and punishment in the teaching and learning processes; and
- g) describe Maslow's hierarchy of human needs and its significance in education and daily life.

Teaching and learning activities/techniques

- a) Use oral questions to engage student teachers to discuss theories of motivation, drive, achievement, social learning and attribution
- b) Organize student teachers in small groups to discuss and make presentations on how the theories of motivation can be applied in the classroom settings
- c) Conduct a debate for student teachers to assess the effects of punishments and rewards on the teaching and learning processes
- d) Organize student teachers in pairs to describe Maslow's hierarchy of human needs and its significance in education and daily life

Teaching and learning resources

- a) Different articles and punitive cases extracted from magazines and newspapers
- b) Tutor made case studies on motivational and reinforcement; rewards and punishments
- c) Online materials on motivational and reinforcement; rewards and punishments

- d) Debates and discussions materials on the use of motivation, reinforcement and corporal punishment in schools and learning
- e) Selected books and journals on educational psychology with motivational and reinforcement topics
- f) Research studies on rewards and punishments in home and school setting
- g) Cartoons on corporal punishment in schools

Assessment activities/tools

- a) Use written assignments to assess student teachers' understanding of the implication of motivational theories on the teaching and learning process
- b) Observation checklist for observing and monitoring debates and discussions
- c) Recorded debate responses to analyze the effects of rewards and punishments on academic achievement

4.5.2 Memory and learning

Estimated Time: 4 Hours

Specific objectives

By the end of this sub-topic, the student teacher should be able to:

- a) explain the meaning of memory;
- b) describe the three types of memory;
- c) explain how memory helps the learning of new concepts;
- d) identify different techniques that can be used to improve memory; and
- e) analyse the factors that affect memory and learning.

Teaching and learning activities/techniques

- a) Use think-pair-share technique to engage student teachers in explaining the meaning of memory
- b) Use questions that describe the three types of memory
- c) Guide student teachers in groups to describe how memory helps the learning of new concepts
- d) Organize group discussions and presentations on the techniques to improve memory
- e) Organize student teachers in groups to analyze the factors that affect memory and learning

Teaching and learning resources

- a) Educational psychology books and journals
- b) Internet sources on memory and learning

Assessment activities/tools

- a) Oral questions to assess students' knowledge of the techniques that can be used to improve memory
- b) Written exercises to assess student teachers' understanding of the three types of memory
- c) Observation checklist for observing and monitoring group discussions and presentations

4.5.3 Transfer of learning

Estimated Time: 3 Hours

Specific objectives

By the end of this sub-topic, the student teacher should be able to:

- a) identify different types of transfers of learning;
- b) describe practical applications of the theories of the transfer of learning;
and
- c) appraise the way each kind of transfer of learning affects learning.

Teaching and learning activities/technique

- a) Use think-pair-share technique to engage student teachers in explaining the meaning of transfer of learning
- b) Organize student teachers in pairs to identify the different types of transfer of learning
- c) Organize group discussions and presentations on the practical applications of the theories of the transfer of learning to the teaching and learning processes

Teaching and learning resources

- a) Books and journals on educational psychology
- b) Books and journal articles on transfer of learning

Assessment activities/tools

- a) Oral questions and assignments to assess understandings of the meaning and different types of transfer of learning
- b) Observation checklists for observing group discussions and presentations
- c) Written assignment to appraise the way each kind of transfer of learning affects learning

4.6 Diversity in Learning

This topic enables student teachers to acquire knowledge and skills for identifying and assisting students with diverse learning needs.

4.6.1 Learners with diverse learning needs

Estimated Time: 4 Hours

Specific objectives

By the end of this sub-topic, the student teacher should be able to:

- a) analyze the concept of the diversity of learning needs;
- b) analyze gender differences in the classroom;
- c) analyze the concept and types of learning disabilities;
- d) explain the concept of learning styles;
- e) analyze the concept of multiple intelligence and its implications on learning; and
- f) explain the rights of learners with disabilities.

Teaching and learning activities/techniques

- a) Use oral questions to engage student teachers in explaining the meaning of the diversity of learning needs
- b) Organize classroom discussions in analyzing gender differences, learning styles and multiple intelligences
- c) Organize student teachers to do a library search and then presentations on learning disability and types of learning disabilities
- d) Use think-pair-share technique to explain the rights of learners with disability
- e) Use strategic questions to engage student teachers in analyzing the techniques of dealing with learning diversity in classroom

Teaching and learning resources

- a) Books and journals on diversity in learning
- b) Internet materials on learning disabilities

Assessment activities/tools

- a) Oral questions to assess students' understanding the diversity of learning needs
- b) Essays to describe the characteristics of learners with diverse learning needs
- c) Observation checklist for assessing and monitoring group discussions and presentations

4.6.2 Inclusive education

Estimated Time: 4 Hours

Specific objectives

By the end of this sub-topic, the student teacher should be able to:

- a) analyze the concepts of inclusive education and inclusion;
- b) describe the advantages and challenges of inclusive education;
- c) analyze ways of implementing inclusive education; and
- d) describe factors that limit the implementation of inclusive education.

Teaching and learning activities/techniques

- a) Guide student teachers to brainstorm on the concepts of inclusion and inclusive education
- b) Organize student teachers in groups to discuss the advantages and challenges of inclusive education
- c) Organize student teachers in pairs to describe and present the advantages and challenges of including learners with disabilities in normal classrooms

Teaching and learning resources

- a) Reference books and journals on diversity in learning and inclusive education
- b) Case studies on inclusive education
- c) Videos on inclusive education

Assessment activities/tools

- a) Written works/assignments to assess the importance of inclusive education
- b) Oral questions to assess the understanding of the techniques for dealing with diversity in classrooms
- c) Rating scales to assess student teachers' participation in cooperative group learning and discussions

4.7 Guidance and Counselling

This topic intends to enable student teachers to apply knowledge, skills and understanding of the principles of guidance and counselling in schools.

4.7.1 The concept of guidance

Estimated Time: 2 Hours

Specific objectives

By the end of this sub-topic, the student teacher should be able to:

- a) explain the meaning of guidance in an educational setting;
- b) describe the principles and characteristics of guidance; and
- c) identify the aims and importance of guidance in an educational settings.

Teaching and learning activities/techniques

- a) Use oral questions to engage student teacher explain the concept of educational guidance
- b) Use think-pair-share technique to engage student teachers in identifying aims of educational guidance to different categories of learners
- c) Organize student teachers in groups to discuss and make presentations on the principles of guidance in an educational setting
- d) Organize student teachers in small groups to discuss the characteristics of guidance
- e) Use questions words such as what, how and why and other questioning strategies to engage student teachers in describing the principles and characteristics of educational guidance

Teaching and learning resources

- a) Reference books and journals on educational guidance and counselling
- b) Audio and visual cassettes on educational guidance and counselling

- c) Articles from magazine and newspapers for cases that need guidance in schools.

Assessment activities/tools

- a) Use oral questions to assess student teachers' understanding of the concept of educational guidance, and principles and characteristics of educational guidance.
- b) Written assignments for assessing the importance of educational guidance.
- c) Rating scales to assess participation in cooperative groups.

4.7.2 The Concept of Counselling

Estimated Time: 6 Hours

Specific objectives

By the end of this sub-topic, the student teacher should be able to:

- a) explain the meaning and origin of counselling as a professional activity;
- b) distinguish between guidance and counselling;
- c) describe the principles and characteristics of counselling;
- d) identify types of counselling;
- e) explain the approaches to counselling;
- f) describe the qualities of an effective counsellor; and
- g) conduct counselling in schools/colleges.

Teaching and learning activities/tools

- a) Use think pair share technique to engage student teachers explain the meaning and origin of counselling as a professional activity
- b) Guide student teachers in groups to discuss the distinctions between guidance and counselling
- c) Organize student teachers in small groups to discuss and make presentations on the principles of counselling
- d) Guide student teachers in pairs to discuss and make presentations on the qualities of an effective counsellor
- e) Use think-pair-share techniques to engage student teachers to identify the types of counselling
- f) Use punctuated lectures to engage student teachers in analyzing the approaches to counselling

- g) Use oral questions to stimulate discussions on the principles and characteristics of counselling
- h) Use role play for students teachers to conduct mini counselling sessions and do a critique on the principles of counselling

Teaching and learning resources

- a) Audio and visual devices/cassettes on counselling
- b) Internet materials on counselling
- c) Reference books and journals on counselling

Assessment activities/tools

- a) Oral questions to assess the understanding of meaning and origin of counselling as a professional activity
- b) Written reports to assess the understanding of the principles and characteristics of counselling
- c) Essays writing on the types and approaches to counselling
- d) Written assignments on the qualities of an effective counsellor
- e) Observation checklists on observing group discussions and presentations

4.7.3 Educational Counseling

Estimated Time: 3 Hours

Specific objectives

By the end of this sub-topic, the student teacher should be able to:

- a) analyse the concept of educational counselling;
- b) examine the importance and advantage of educational counselling;
- c) assess situations that require guidance and counselling in schools; and
- d) conduct counselling.

Teaching and learning activities/techniques

- a) Use oral questions to engage student teachers on explaining the concept of educational counselling
- b) Guide student teachers in small groups to discuss the importance of educational counselling
- c) Organize student teachers in groups to discuss the situations that need counselling services in schools

- d) Use think-pair share to examine the role of educational counselling
- e) Role plays on conducting counselling sessions

Teaching and learning resources

- a) Reference books on psychology and educational counselling
- b) Audio and visual cassettes/devices on educational counselling
- c) Articles from magazine and newspapers for cases that require counselling in schools

Assessment activities/tools

- a) Oral questions to assess the meaning of educational counselling
- b) Written assignments to assess student teachers understandings of the situations that require counselling services in schools
- c) Scale for assessing students' actions on conducting counselling
- d) Observation checklist for observing and monitoring group discussions and presentations

4.7.4 Career counseling

Estimated Time: 3 Hours

Specific objectives

By the end of this sub-topic, the student teacher should be able to:

- a) analyse the concept of career counselling;
- b) examine the importance and advantage of career counselling;
- c) analyse factors that influence career choice;
- d) identify sources of career counselling information; and
- e) conduct career mini counselling sessions.

Teaching and learning activities/techniques

- a) Through brainstorming to explain the concept of career counselling
- b) Organize student teachers working in groups to discuss the importance of career counselling
- c) Role play on conducting career counselling

- d) Use think pair share technique to engage student teachers in identifying the factors that influence career choice and sources of career counselling information
- e) Organize student teachers to conduct mock career counselling sessions

Teaching and Learning Resources

- a) Reference books on psychology and career counselling
- b) Audio and visual cassettes on career counselling
- c) Guiding questions to consolidate the factors that influence career choice

Assessment Activities/Tools

- a) Oral questions to explain the meaning of career counselling
- b) Written assignment/activities to examine the importance and advantage of career counselling
- c) Observation schedule to assess learners' participation in group discussions and presentations
- d) Observation checklist for observing students' actions on conducting career counselling

5.0 Curriculum and Teaching

5.1 Introduction

This area contains the following topics: curriculum and curriculum theory, curriculum development process, curriculum materials and teaching and learning resources, teaching and learning, classroom management and organization planning and preparation for teaching and teaching practice.

5.2 Curriculum and Curriculum Theory

This topic exposes student teachers to the concept of curriculum, types of curriculum, theories of curriculum and their relationship to teaching and learning process.

5.2.1 Concept of curriculum

Estimated Time: 7 Hours

Specific objectives

By the end of this sub-topic, the student teacher should be able to:

- a) analyze the concept “curriculum” and its significance;
- b) distinguish the three forms of curriculum (i.e., formal, non- formal and hidden curriculum) and their characteristics;
- c) analyse the application of each form of curriculum; and
- d) analyse the strengths and weaknesses of each form of curriculum.

Teaching and learning activities/techniques

- a) Through brainstorming to explain on the concept of “curriculum” and its significance
- b) Organize group discussions and presentations to distinguish the forms of curriculum
- c) Use think pair share method to discuss and reflect on the features of each form of curriculum
- d) Organize group discussions on the applications of each form of curriculum
- e) Use question and answer method to analyze strengths and weaknesses of each form of curriculum

Teaching and learning resources

- a) Secondary school curriculum
- b) Library searches on forms of curriculum
- c) Internet readings on curriculum
- d) Curriculum framework for different education level

Assessment activities/tools

- a) Written exercises on the concept of curriculum and its significance
- b) Essay writings on the features and applications of each form of curriculum
- c) Observation checklist for observing students' activities on analyzing the applications of each form of curriculum
- d) Oral questions to assess student teachers' understanding on the strengths and weaknesses of each form of curriculum

5.2.2 Concept of curriculum theory

Estimated Time: 7 Hours

Specific objectives

By the end of this sub-topic, the student teacher should be able to:

- a) conceptualize curriculum theories as postulated by different scholars;
- b) examine the areas of emphasis of each curriculum theory as postulated by each scholar;
- c) examine emerging curriculum issues and challenges as per each curriculum theory;
- d) derive the functions of a given curriculum theory in Tanzanian educational setting; and
- e) relate Tanzania curriculum emphasis to the respective curriculum theory.

Teaching and learning activities/techniques

- a) Organize online and library searches on the concept of curriculum theory
- b) Organize think pair share for student teachers to conceptualize curriculum theories and their influences on the Tanzania curriculum
- c) Organize group discussions and presentations on the application of curriculum theories in curriculum development process in the Tanzanian context

- d) Guide student teachers in small groups to discuss emerging issues and functions of curriculum theory and their implications in curriculum development

Teaching and learning resources

- a) Library materials on the curriculum development processes described by Tyler, Taba, Wheeler and Kerr
- b) Syllabi, teacher's guides, reference books and module
- c) Internet searches pertaining to curriculum theory
- d) Flip charts, manila cards and marker pens

Assessment activities/tools

- a) Written work to assess the understanding of the curriculum theories as postulated by different scholars.
- b) Anecdotal records to assess group interactions and presentations.

5.3 Curriculum Development Process

This topic provides student teachers with knowledge in the curriculum development processes, and competencies to conduct situational analysis, needs assessment, formulate goals, objectives and competences, select content, select procedure learning experiences, teaching and learning methods, assessment procedures and evaluation practices.

5.3.1 Concept of curriculum development

Estimated Time: 4 Hours

Specific objectives

By the end of this sub-topic, the student teacher should be able to:

- a) analyze the meaning and purpose of curriculum development;
- b) analyze the curriculum development process;
- c) distinguish between linear, cyclic and interactive curriculum development models;
- d) provide the rationale for curriculum development in a given country;
- e) analyze the effects of national educational policies on curriculum development processes.

Teaching and learning activities/techniques

- a) Through brainstorming to explain the meaning and purpose of curriculum development.
- b) Organize student teachers in small groups to discuss and make presentations on the curriculum development stages
- c) Organize student teachers in groups to differentiate between linear, cyclic and interactive curriculum development models
- d) Organize student teachers in pairs to describe the rationale for curriculum development
- e) Organize group discussions on the effects of national and educational policies in the curriculum development processes

Teaching and learning resources

- a) Internet materials, reference books, module on curriculum development processes
- b) Library materials on the curriculum development process according to Tyler, Taba, Wheeler and Kerr
- c) Pre-primary, primary and secondary school curricula

Assessment activities/tools

- a) Checklist for observing and documenting presentations on the relationship between education policy and curriculum development
- b) Written work to measure individual understanding about the curriculum development processes
- c) Student Portfolios to assess skills in documenting and reflecting stages for the curriculum development process
- d) Individual and group assignments about the rationale for curriculum development models
- e) Use of question words such as what, why and how to assess the understanding of the rationale for the curriculum development models

5.3.2 Curriculum development process

Estimated Time: 4 Hours

Specific objectives

By the end of this sub-topic, the student teacher should be able to:

- a) analyze the method of conducting situational analysis;
- b) conduct needs assessment;
- c) explain the importance of conducting situational analysis and needs assessment;
- d) formulate goals, objectives and competencies; and
- e) distinguish goals, objectives and competencies.

Teaching and learning activities/techniques

- a) Organize group discussion for student teachers to analyze the methods of conducting situational analysis
- b) Assign group work for student teachers to conduct needs assessment
- c) Through question words such as what, why and how to explain the importance of conducting situational analysis and needs assessment
- d) Organize group work to formulate goals, objectives and competencies (i.e. main and specific competencies)
- e) Guide student teachers in groups to discuss and present the differences between goals, objectives and competencies

Teaching and learning resources

- a) Internet material resources
- b) Books, journals on curriculum development processes
- c) School curricula

Assessment activities/tools

- a) Student portfolios to assess skills in documenting and reflecting methods of conducting situational analysis
- b) Observation checklist for observing group activities on conducting need assessment
- c) Written assignment on the importance of conducting situational analysis and needs assessment

- d) Rating scale for assessing student teachers' work on formulating goals, objectives and competencies
- e) Group assignments for assessing student teachers' activities on distinguishing goals, objectives and competencies

5.3.3 Curriculum content

Estimated Time: 6 Hours

Specific objectives

By the end of this sub-topic, the student teacher should be able to:

- a) analyze curriculum contents;
- b) distinguish between educational goals, objectives and learning objectives/competencies;
- c) differentiate between instructional objectives and competencies;
- d) formulate instructional objectives in the three domains of learning (i.e., cognitive, affective and psychomotor);
- e) identify sources of curriculum content; and
- f) examine the criteria for selecting curriculum content.

Teaching and learning activities/techniques

- a) Organize student teachers in small groups to discuss the relationship between education aims/goals and learning objectives/competencies
- b) Assign groups work for student teachers to formulate aims, goals and objectives of secondary education using the Education and Training Policies of 1995 and 2014
- c) Use think-pare-share to engage student teachers in distinguishing between instructional goals from objectives of a given educational level
- d) Organize group works to create instructional goals according to the three domain of learning; knowledge, skills and attitude
- e) Guide student teachers in pairs to discuss, sources and criteria for the selection of curriculum content
- f) Through brainstorming to distinguish between instructional objectives and competencies

Teaching and learning resources

- a) Education and Training Policies of 1995 and 2014
- b) Pre-primary, primary and secondary education curricula
- c) Internet and library curriculum materials

Assessment activities/tools

- a) Checklist for observing group discussions and presentations activities
- b) Written works to measure individual understanding on the distinction between instructional goals and objectives of education in a given education level
- c) Written work for assessing knowledge to distinguish between educational aims, goals and objectives
- d) Individual assignments and self-assessment on the criteria for selecting curriculum content
- e) Rating scales for assessing student teachers activities on creating instructional goals according to the three domain of learning/knowledge

5.3.4 Developing teaching and learning activities and assessment methods

Estimated Time: 4 Hours

Specific objectives

By the end of this sub-topic, the student teacher should be able to:

- a) identify teaching and learning activities/techniques;
- b) create teaching and learning activities/techniques; and
- c) prepare assessment tools/activities.

Teaching and learning activities/techniques

- a) Organize group discussion to identify teaching and learning activities/techniques
- b) Assign group work activities to create teaching and learning activities/techniques
- a) Organize group work and presentation on preparing assessment tools/activities

Teaching and learning resources

- a) Education curricula at different activities
- b) Internet materials
- c) Text books and reference books

Assessment activities/tools

- a) Group assignment on identifying teaching and learning activities
- b) Rating scale for assessing student activities on creating teaching and learning activities
- c) Observation checklist for assessing student activities when preparing assessment activities/tools

5.3.5 Curriculum change, innovations and evaluation

Estimated Time: 10 Hours

Specific objectives

By the end of this sub-topic, the student teacher should be able to:

- a) distinguish between the concepts “curriculum change” and “curriculum innovation”;
- b) analyse factors influencing curriculum change and curriculum innovations;
- c) describe incidents that influenced curriculum change and innovations in Tanzania since independence;
- d) describe the concept and purpose of curriculum evaluation; and
- e) identify four types of curriculum evaluations and their significances.

Teaching and learning activities/techniques

- a) Guide student teachers in small groups to discuss and make presentations on distinction between curriculum change and curriculum innovations
- b) Organize student teachers in pairs to conduct research on the factors influencing curriculum change and innovation
- c) Organize student teachers in groups to do project work on exploring curriculum change and innovations in pre-primary, primary and secondary education curricula which occurred in Tanzania since independence
- d) Guide student teachers in groups to discuss and make presentations on meaning, types and purposes of curriculum evaluations

- e) Organize student teachers in pairs and small groups to discuss the significance of curriculum evaluation

Teaching and learning resources

- a) Pre-primary, primary and secondary school curricula
- b) Internet and library curriculum materials

Assessment activities/tools

- a) Observation checklist for observing and monitoring group discussions and presentations activities
- b) Written works (i.e., test or quiz) to measure student teachers' understanding of the factors influencing curriculum change and innovation
- c) Questions and answers to assess student teachers' understanding on the purposes and significances of curriculum evaluation
- d) Rating scale for assessing activity-based assignments

5.4 Curriculum Materials and Teaching and Learning Resources

This topic helps student teachers to identify and describe important curriculum materials such as the syllabus, textbook, teachers guide, supplementary materials as well as teaching and learning resources/aids including audio, visual, audio-visual, textual and non textual materials.

5.4.1 The syllabus and teacher's guide

Estimated Time: 5 Hours

Specific objectives

By the end of this sub-topic, the student teacher should be able to:

- a) distinguish between a syllabus and teacher's guide;
- b) analyse the major components of a syllabus and teachers guide;
- c) explain the significance and use of a syllabus and teacher's guide in the teaching and learning processes.

Teaching and learning activities/techniques

- a) Use think pair share method to describe components/features of a syllabus and teacher's guide

- b) Organize group discussions and presentations on the significance of a syllabus and teacher's guide in teaching and learning processes
- c) Organize small groups to discuss the significance of a syllabus and teacher's guide in teaching and learning processes

Teaching and learning resources

- a) Samples of syllabi and teacher's guides published by TIE
- b) Internet materials relating to syllabi and teacher's guides

Assessment activities/tools

- a) Anecdotal record for assessing student's participation during discussion
- b) Written work to assess knowledge on the major components of a syllabus and teacher's guide
- c) Through brainstorming to assess student teachers' understanding on the significance of syllabi and teacher's guides in the teaching and learning processes

5.4.2 The textbook and supplementary curriculum materials

Estimated Time: 6 Hours

Specific objectives

By the end of this sub-topic, the student teacher should be able to:

- a) make distinction between a textbook and supplementary materials;
- b) outline the major components of a textbook and supplementary materials;
- c) understand qualities of good textbooks and supplementary materials;
- d) analyze the criteria for selecting good textbooks and supplementary materials;
- e) explain and describe the significance of textbooks and supplementary materials the teaching and learning processes.

Teaching and learning activities/techniques

- a) Use think pair share technique for student teachers to analyse the significance of textbooks and supplementary curriculum materials in teaching and learning processes
- b) Organize group assignments for student teachers to discuss and present major components of textbooks and supplementary materials

- c) Organize student teachers in small groups to produce chart showing good qualities of textbooks and supplementary materials
- d) Organize group discussions for student teachers to discuss the components of textbook and supplementary materials

Teaching and learning resources

- a) Samples of syllabi and textbooks written by TIE
- b) Supplementary materials
- c) Internet materials relating to textbooks and supplementary materials

Assessment activities/tools

- a) Individual assignments and self-assessment on the distinction between supplementary materials and textbook components
- b) Observation checklist to record student's work/activities on the major components of textbook and supplementary curriculum materials
- c) Written work to assess knowledge on the criteria for selecting a good text book and supplementary materials
- d) Oral questions to assess students' understanding on the significance of textbooks and supplementary materials in teaching and learning processes
- e) Checklist for assessing student teachers knowledge skills in producing a chart showing the components of a good textbook and supplementary materials

5.4.3 Teaching and learning materials

Estimated Time: 10 Hours

Specific objectives

By the end of this sub-topic, the student teacher should be able to:

- a) analyze the importance of using teaching and learning materials;
- b) select appropriate teaching and learning materials;
- c) apply principles of using teaching and learning resources;
- d) explain the concept and significance of improvisation of teaching and learning materials; and
- e) improvise teaching and learning materials.

Teaching and Learning Activities/Techniques

- a) Use think pair share technique for student teachers to identify and analyse the importance of using teaching and learning resources
- b) Organize group discussions and presentations to identify the qualities of good teaching and learning resources
- c) Guide student teachers in pairs to discuss and outline the principles and benefits of using teaching and learning resources
- d) Design hands on activities for student teachers to improvise and use teaching and learning materials
- e) Assign group works and presentations on the significant of improvisation of teaching and learning materials
- f) Organize project work on preparing teaching and learning materials

Teaching and Learning Resources

- a) Flip charts, masking tapes, flip chart board and flannel board
- b) Audio tapes, recorder, radio, televisions, computer and overhead projector

Assessment Activities/Tools

- a) Observation checklist to assess student teachers activities on improvisation and use of teaching and learning materials
- b) Written work to assess student teachers' understanding of the qualities of good teaching and learning resources
- c) Questions to assess student teachers' understanding of the importance of using teaching and learning materials

5.4.4 Use of ICT devices as teaching and learning resources

Estimated Time: 10 Hours

Specific objectives

By the end of this sub-topic, the student teacher should be able to:

- a) describe the meaning, use and procedures of handling and operating of radio, television, computers, smart phones, overhead projectors and digital projectors in teaching and learning;
- b) analyse the advantages and disadvantages of using radios, televisions, computers, smartphones, overhead and digital projectors in teaching and learning; and

- c) explain the importance of managing and storing teaching and learning resources.

Teaching and learning activities/techniques

- a) Use demonstration method to show how radio, television, computers, smart phones, overhead projectors and digital projectors can be used in teaching and learning
- b) Guide student teachers to write a comprehensive report on the use and procedure of handling, operations ICT devices
- c) Organize group discussion on analyzing advantages and disadvantages of using ICT devices in teaching and learning
- d) Use questions to engage students in explaining things to consider in accessing, managing and storing both online and physical resources
- e) Assign project work on how radio, television, computer, phones, overhead and digital projectors can be used as a teaching resource

Teaching and learning resources

- a) Internet and textual teaching and learning materials
- b) Nearby teacher resource centre
- c) Radio, television, computer, smartphones, overhead and digital projectors.
- d) Flip charts, manila cards and marker pens

Assessment activities/tools

- a) Observation checklist for observing the student teachers project work on how radio, television, computer, smart phones, overhead and digital projectors can be used as a teaching resource
- b) Individual and group assignments for assessing student teachers' understanding on the importance of managing and storing teaching and learning resources
- c) Rubrics for assessing project work and other activities which demonstrate how to use ICT devices in teaching and learning processes

5.5 Teaching and Learning

This topic provides the student teachers with the knowledge and skills for effective implementation of the curriculum. The topic exposes student teachers to various teaching and learning approaches, strategies, methods, techniques and classroom management and organization.

5.5.1 Concept of teaching and learning

Estimated Time: 4 Hours

Specific objective

By the end of this sub-topic, the student teachers should be able to:

- a) analyzing the concepts of “teaching” and “learning”;
- b) analyze the principles of effective teaching and learning;
- c) describe the processes of reflective teaching and learning; and
- d) explain the importance of reflective teaching and learning.

Teaching and learning activities/techniques

- a) Through brainstorming to explain the concept of “teaching” and “learning”
- b) Organize group discussions to analyze the principles of effective teaching and learning
- c) Assign group work and presentations to analyze strategies and processes for conducting reflective teaching and learning
- d) Use jigsaw methods for the student teachers to discuss and present the importance of reflective teaching and learning
- e) Demonstrate on effective teaching and learning

Teaching and learning resources

- a) Library materials
- b) Flip charts, masking tapes and diagram showing different models of classroom interaction
- c) Online materials

Assessment activities/tools

- a) Oral questions for assessing the concept of teaching and learning

- b) Oral questions to assess student teachers' knowledge of the effective teaching and learning
- c) Observation, checklists on observing demonstrations on effective teaching and learning process
- d) Anecdotal record for assessing student work on the principles and processes of effective teaching and learning

5.5.2 Approaches, methods and techniques of teaching

Estimated Time: 5 Hours

Specific objective

By the end of this sub-topic, the student teacher should be able to:

- a) distinguish between teaching approaches, techniques, methods and strategies for teaching;
- b) analyse different teaching methods, approaches, techniques and strategies;
- c) describe the characteristics of each teaching technique and approaches.
- d) examine the strengths and weaknesses of different teaching and learning techniques and approaches; and
- e) discuss criteria for the selection of effective teaching approaches, strategies, methods and techniques.

Teaching and learning activities/techniques

- a) Organize student teachers in small groups to compare facilitative and less facilitative teaching techniques such as: learner-centred versus teacher-centred teaching approach, active versus passive, participatory versus less participatory teaching and learning techniques
- b) Role plays to demonstrate various teaching methods/strategies (i.e., lecturing, discussion, demonstration, think pair share, role play, jigsaw, etc.), teaching approaches (i.e., learner-centred and teacher-centred), teaching techniques (interactive teaching approaches [facilitative, active and participatory] and less interactive teaching techniques [less facilitative, less participatory and passive)
- c) Guide group discussions for student teachers to compare and contrast various teaching strategies/methods, approaches and techniques

- d) Use think pair share methods for the student teachers to analyse the weaknesses and strengths of each teaching methods, approaches and techniques

Teaching and learning resources

- a) Television
- b) Video films on teaching and learning practices
- c) Internet sources

Assessment activities/tools

- a) Written works on assessing student teachers understanding on the teaching and learning strategies/methods, approaches and techniques
- b) Use oral questions to assess student teachers' understanding of the weaknesses and strengths of each teaching and learning strategy/method, approach and technique
- c) Organize a micro teaching class to assess skills in carrying out micro and peer group teaching activities
- d) Use observation checklist for observing student teacher demonstration on the use of the teaching and learning techniques, approaches and strategies/methods
- e) Rating scale for assessing activity-based assignments

5.6 Classroom Management and Organization

This topic aims at exposing student teachers on various skills to run, control and manage schools. It includes the discussion of all principles of effective classroom management and organization.

Estimated Time: 4 Hours

Specific objectives

By the end of this sub-topic, the student teacher should be able to:

- a) analyze the concepts of classroom management and organization;
- b) describe the principles of classroom management and organization;
- c) analyze the importance of classroom management and organization;
- d) organize a class effectively; and
- e) manage the class effectively

Teaching and learning activities/techniques

- a) Organize student teachers in groups to discuss and make presentations on the concepts of classroom management and organization
- b) Organize student teachers in small groups to discuss key principles of classroom management (i.e., teacher authority, knowledge of subject matter, understanding individual learners, time management and patience etc.)
- c) Guide student teachers in pairs to analyze features/principles of classroom management in/outside school and write report
- d) Organize group discussions and presentations on the importance of classroom management and organization
- e) Organize individual student teachers to demonstrate classroom management and organizations skills
- f) Conduct school visits or use video clips for student teachers to observe and discuss the strategies used to manage large and small classes
- g) Organize student teachers in groups discuss the importance of ant-bullying and ant- gender discrimination policies in classrooms
- h) Organize student teachers in groups to evaluate their own classroom management skills through micro teaching activities

Teaching and learning resources

- a) Internet and library materials
- b) Video clips
- c) Real classrooms in nearby schools

Assessment activities

- a) Individual and group work activities to assess knowledge on the principles of classroom management and organization
- b) Written works for assessing students knowledge and skills on classroom management and organization
- c) Oral questions to assess the benefits of good classroom management and organization
- d) Observation checklists for assessing student teachers skills on the classroom management and organization

- e) Assessment of micro teaching activities using observation checklist/schedules

5.7 Planning and Preparation for Teaching

This topic provides student teachers with competencies required in the analysis, presentation and implementation of teaching plans. The plans include the syllabus, (i.e., long-term plan), the scheme of work, (i.e., a medium and long-term plan), the lesson plan, (i.e., a short-term plan), lesson notes (i.e., guides) and the subject log book (i.e., a teaching record).

5.7.1 The scheme of work and lesson plan

Estimated Time: 6 Hours

Specific objectives

By the end of this sub-topic, the student teacher should be able to:

- a) analyze the concepts of a scheme of work and a lesson plan;
- b) describe the main components of a scheme of work and a lesson plan;
- c) explain the relationship among the following: syllabus and a scheme of work, a lesson plan and a scheme of work; and
- d) prepare samples of scheme of work and lesson plans.

Teaching and learning activities/techniques

- a) Use think pair share method for student teachers to analyse the concepts scheme of work and lesson plan
- b) Guide student teachers in small groups to analyse in groups the relationship between syllabus, scheme and lesson plan
- c) Organize student teachers in groups to discuss and present the components of scheme of work and lesson plan
- d) Guide student teachers in pairs to prepare scheme of work and lesson plans
- e) Use jigsaw technique for student teachers to discuss the relationship between a lesson plan and scheme of work

Teaching and learning resources

- a) Models of schemes of work and lesson plans
- b) Flip charts, felt pens, flannel boards, masking tapes

- c) Textbook and teacher's guides of different subjects in ordinary level secondary education
- d) Syllabi for different subjects

Assessment activities

- a) Written reports on the use of schemes of work and lesson plans
- b) Individual and group assignments on the structure and elements of a scheme of work and lesson plan
- c) Written essays on the relationship between syllabus, scheme of work and lesson plans
- d) Observation checklist for observing student teachers activities on discussing components of scheme of work and lesson plan
- e) Rating scale assessing activities based assignments

5.7.2 Lesson notes and subject log book

Estimated Time: 4 Hours

Specific objectives

By the end of this sub-topic, the student teacher should be able to:

- a) explain the meaning and significance of lesson notes and subject log book;
- b) describe the main components of good lesson notes and subject log book;
and
- c) prepare a sample of lesson notes and subject log book.

Teaching and learning activities/techniques

- a) Organize small groups for student teachers to explain the meaning of lesson notes and subject log book
- b) Use jigsaw method for student teachers to describe the main components of good lesson notes and subject log book
- c) Use brainstorming for student teachers to explain the significance of lesson notes and subject log book in teaching and learning
- d) Use concept mapping for student teachers to summarize the relationship among the following: syllabi, scheme of work, lesson notes and subject log book
- e) Organize activity based methods for student teacher to prepare a sample of lesson notes and subject log book

Teaching and learning resources

- a) Samples of lesson notes and subject log books
- b) Flip charts, manila cards and marker pens
- c) Syllabi of different subjects
- d) Internet and library materials

Assessment activities/tools

- a) Written essays about the interrelationship among the following: syllabus, scheme of work, lesson plan, lesson notes and subject log book
- b) Observation checklist for assessing scale for observing student teachers work on preparing lesson notes and subject log books
- c) Oral questions for assessing student teachers understanding on the significance of lesson notes and subject log book in teaching and learning process

5.8 Teaching Practice

Teaching practice aims at familiarizing student teachers with the practical aspects of the teaching profession. This will be done through micro teaching, single lesson teaching practice, block teaching practice and peer group teaching practice.

5.8.1 The concept of teaching practice

Estimated Time: 5 Hours

Specific objectives

By the end of this sub-topic, the student teacher should be able to:

- a) analyse the four types of teaching practices;
- b) describe the meaning, strengths and weakness of assessment and moderation of block teaching practice; and
- c) appraise the significance of micro teaching, single lesson teaching practice, block teaching practice and peer group teaching practice in teaching profession.

Teaching and learning activities/techniques

- a) Organize small groups for student teachers to discuss and make presentations on the meaning and types of teaching practices

- b) Organize student teachers in groups to discuss and present the distinction between micro teaching, peer group, single lesson teaching and block teaching practice
- c) Guide student teachers in pairs to demonstrate teaching in the single lesson and micro teaching
- d) Organize student teachers in groups to discuss and present the significance of peer group teaching practice, micro teaching, single lesson teaching practice and block teaching practice

Teaching and learning resources

- a) Reference books and modules with information on the types of teaching practice
- b) Charts showing the merits and demerits of the four types of teaching practice

Assessment activities/tools

- a) Quizzes, tests and exercises for analyzing different types of teaching practice
- b) Seminar presentations on the types of teaching practice (i.e., peer teaching, micro teaching, single lesson teaching and block teaching practice)
- c) Observations checklist to assess knowledge of the of different types of teaching practice sessions
- d) Observation checklist for observing teaching practice sessions
- e) Oral questions to assess the significance of peer group teaching practice, micro teaching, single lesson teaching practice and block teaching practice

5.8.2 Preparation for teaching practice

Estimated Teaching and Learning Time: 8 Hours

Specific objectives

By the end of this sub-topic, the student teacher should be able to:

- a) describe the requirements for preparation for teaching practices;
- b) prepare lessons for micro teaching and single lesson teaching practice;
- c) conduct micro teaching and single lesson teaching practice;
- d) evaluate practices and requirements for teaching practice; and
- e) prepare the subject log books.

Teaching and learning activities

- a) In groups student teachers to discuss the requirement for preparations for teaching practice including media and budgets
- b) Organize group discussion for student teachers to observe and evaluate demonstration lessons
- c) Organise small groups for student teachers to prepare lessons for micro teaching and single lesson teaching practices
- d) Organize student teachers in pairs to do micro teaching and single lesson teaching practices before going for block teaching practice

Teaching and Learning Resources

- a) Assessment forms for teaching practice
- b) Reference books, module with information on assessing teaching practice and moderation
- c) Online materials about the preparation for teaching practice

Assessment Activities

- a) Rating scale for assessing student teachers' interaction during group discussions
- b) Observation checklist for observing the practices for peer group teaching practice, micro teaching and single lesson teaching practices
- c) Written works/assignments on the requirements for preparation for teaching practice

Reading List

- Carr, D. (2000). *Professionalism and ethics in teaching*. London, United Kingdoms: Routledge.
- Galabawa, J. C. J. (2000). *Perspectives in educational management and administration*. Dar es Salaam, Tanzania: Institute of Kiswahili Research.
- Marsh, C. J. (1997). *Perspectives. Key concepts for understanding curriculum*. London, United Kingdoms: Falmer.
- Ministry of Education Vocational and Training. (2014). *Education and training policy*. Dar es Salaam, Tanzania: Ministry of Education Vocational and Training.
- Ministry of Education and Culture. (1995). *Education and training policy*. Dar es Salaam, Tanzania: Ministry of Education and Culture.
- Mutie, E. K., & Ndambuki, P. (1999). *Guidance and counseling for schools and colleges*. Nairobi, Kenya: Oxford University Press, East Africa Ltd.
- Ndibalema, P. (2013). *Professionalism and ethics in education. A handbook for prospective teachers*. Dar es Salaam, Tanzania: Creative Prints.
- Nyirenda, D. N., & Ishumi, A. G. M. (2004). *Philosophy of education: An Introduction to concepts, principles and practice*. Dar es Salaam, Tanzania: DUP.
- Omari, I. (2006). *Educational psychology for teachers*. Dar es Salaam, Tanzania: DUP.
- Seetharam, A. S. (2004). *Philosophies of education*. New Delhi, India: Ashish Publishing House.
- Tanzania Institute of Education. (2006). *Induction course for secondary school teachers: Teaching and learning*. Dar es Salaam, Tanzania: Ministry of Education, and Vocational and Training.
- Tanzania Institute of Education. (2006). Induction course for licenced Secondary School Teachers. *Module 2. The teacher and the teaching profession*, Dar es Salaam, Tanzania: Ministry of Education and Vocational Training.
- Tanzania Institute of Education. (2004). Induction course for licenced Secondary School Teachers. *Module 4. School Organization and Management*, Dar es Salaam, Tanzania: Ministry of Education and Culture.
- Thungu, J. (2010). *Mastering PTE: Education*. Nairobi, Kenya: Oxford University Press.