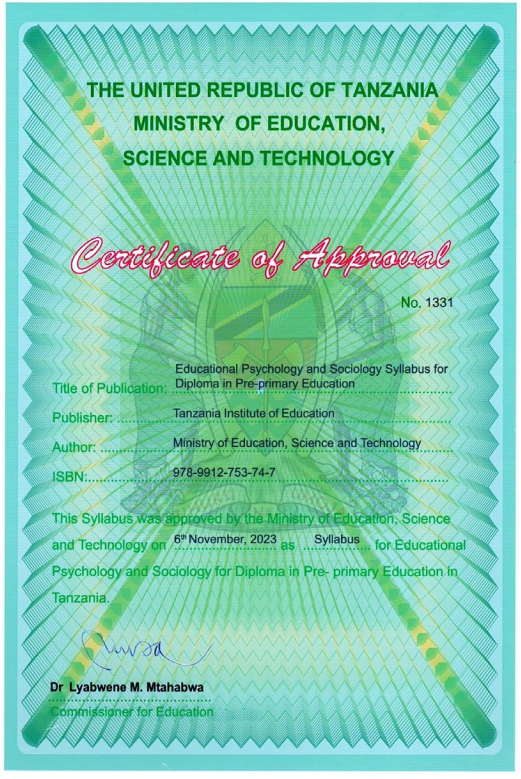
THE UNITED REPUBLIC OF TANZANIA

MINISTRY OF EDUCATION, SCIENCE AND TECHNOLOGY



THE UNITED REPUBLIC OF TANZANIA
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Dr Lyabwene M. Mtahabwa
Commissioner for Education

EDUCATIONAL PSYCHOLOGY AND SOCIOLOGY SYLLABUS FOR DIPLOMA IN PRE-PRIMARY EDUCATION

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Abbreviations and Acronyms

ICT Information and Communication Technology

TIE Tanzania Institute of Education

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Finally, in a special way, TIE would like to thank the Ministry of Education, Science and Technology for facilitating preparation and distribution of this syllabus.

Dr Aneth A. Komba
Director General
Tanzania Institute of Education

1.0 Introduction

Psychology and Sociology of Education is one of the core subjects for a student teacher pursuing Diploma in Pre-Primary Education. The subject will enable a student teacher to acquire an ability of applying foundations of Educational Psychology and Sociology, theories and principles of teaching and learning while teaching. In addition, the subject will enable a student-teacher to provide guidance and counselling services to his/her pupils so as to develop appropriate and expected behaviors at school and in society. Similarly, the subject will enable a student-teacher to be familiar with his/her society, and build good relationship with his/her the society as well as with his/her child to make teaching and learning effective, efficient, sustainable and enjoyable.

Furthermore, this syllabus has been prepared to guide the teaching and learning of Educational Psychology and Sociology at Diploma in Pre-Primary Education level in Tanzania Mainland. The syllabus interprets the teaching and learning of competences indicated in the 2023 Diploma in Pre-Primary Education Curriculum. It also provides instructions to guide the tutor to prepare student teachers effectively. The teaching and learning process includes using participatory methods, lesson preparation as well as preparation and improvisation of teaching and learning resources.

2.0 Main Objectives of Education in Tanzania

The main objectives of education in Tanzania are to enable every Tanzanian to:

(a) Develop and improve his or her personality so that he or she values himself or herself and develops self-confidence;
(b) Respect the culture, traditions and customs of Tanzania, cultural differences, dignity, human rights, attitudes and inclusive actions;
(c) Develop knowledge and apply science and technology, creativity, critical thinking, innovation, cooperation, communication and positive attitudes for personal development and the sustainable development of the nation and the world at large;
(d) Understand and protect national values, including dignity, patriotism, integrity, unity, transparency, honesty, accountability and the national language;
(e) Develop life and work-related skills to increase efficiency in everyday life;
(f) Cultivate a habit of loving and valuing work to enhance productivity and efficiency in production and service provision;

(g) Identify and address cross-cutting issues, including the health and well-being of the society, gender equality, as well as the management and sustainable conservation of the environment; and
(h) Foster national and international cooperation, peace and justice in accordance with the Constitution of the United Republic of Tanzania and international conventions.

3.0 Objectives of Teacher Education

3.1 The Main Objective of Teacher Education

The main objective of teacher education is to prepare a professional and competent teacher capable of adapting to teaching and learning that align with the scientific, technological and social advancements. This preparation aims to equip a Tanzanian citizen with knowledge, skills, and positive attitudes, while fostering a deep respect for human rights, equality and a commitment to lifelong learning.

3.2 Specific Objectives of Teacher Education

The specific objectives of teacher education are to enable a student teacher to:

(a) Develop a theoretical understanding of teacher education, the ethics of the teaching profession, ethical principles, and the foundations of teaching;
(b) Acquire competence in teaching and learning methods;
(c) Acquire competence in assessment and evaluation methods based on competence development;
(d) Foster innovation and creativity in teaching and learning while considering the child's needs;
(e) Apply ICT and assistive technology in teaching and learning;
(f) Develop skills for early identification of a child with special needs and provide him/her with appropriate intervention;
(g) Strengthen the use of language in teaching and learning; and
(h) Develop skills focusing on improving teaching, learning and assessment (i.e. classroom-based research).

4.0 Competences for Diploma in Pre-primary Teacher Education

The general competence of Teacher Education for a Diploma in Primary Education aims at enabling a student teacher to:

(a) Apply teaching theories and foundations in teaching and learning;
(b) Master teaching and learning methods;
(c) Master methods for assessment and evaluation based on competence development;
(d) Master methods for fostering innovation and creativity in teaching and learning, taking into account the child's needs;
(e) Use ICT and assistive technology in teaching and learning;
(f) Identify a child with special needs and provide appropriate intervention;
(g) Use relevant language appropriately in teaching and learning;
(h) Apply leadership skills in academics (i.e., instructional leadership); and
(i) Demonstrate mastery of the skills for enhancing teaching, learning and assessment (i.e., classroom-based research).

5.0 Main and Specific Competences

The main and specific competences to be developed are presented in Table 1.

Table 1: *Main and Specific Competences for the First and Second Year*

Main competences	Specific competences
1.0 Demonstrate mastery of child psychology in teaching and learning	1.1 Demonstrate mastery of the foundations of child psychology in teaching and learning 1.2 Analyse stages of growth and child development in learning 1.3 Demonstrate mastery of theories and principles of child care in teaching and learning 1.4 Demonstrate mastery of the guidance and counselling skills in child care, teaching and learning
2.0 Demonstrate mastery of the Educational Sociology in teaching and learning	2.1 Demonstrate mastery of the foundations of the sociology of education 2.2 Analyse the social issues which affect child care and learning

6.0 Roles of Tutor, Student-Teacher and Parent/Guardian in Teaching and Learning

The teaching and learning process depends on collaboration among the tutor, student teacher and parent/guardian. Their roles are described in the following subsection.

6.1 The Tutor

The tutor is expected to:

(a) Promote teaching and learning based on 21st-century skills. This includes methods that will make a student teacher the centre of learning. Some of the recommended methods are those that help the student teacher develop the ability to think, reflect and seek knowledge from various sources to solve teaching and learning challenges;
(b) Create an enabling teaching and learning environment, including improvisation of the resources;
(c) Provide a fair and equitable fostering environment to student teachers regardless of their differences; and
(d) Identify the student teacher's special requirements and provide him/her with appropriate support.

6.2 Student teacher

The student teacher is expected to:

(a) Participate effectively in training activities inside and outside the classroom to ensure that he or she develops appropriate competence in various areas, including classroom management and instructional and assessment methods.The acquired competence will enable the student teacher to determine the student's progress and improve the teachingand learning process;
(b) Participate in continuous training at schools in the college neighbourhood to apply the learning theories;
(c) Participate in a one-year internship under the guidance of experienced teachers to strengthen competence and professionalism/ expertise in the teaching profession;
(d) Collaborate with fellow student teachers and the tutor in the learning process; and
(e) Comply with the college rules and regulations.

6.3 Parent/Guardian

The parent/guardian is expected to:

(a) Supervise and monitor the student teacher's behaviour and his/her academic/learning progress; and
(b) Provide the student teacher with the requirements and learning materials.

7.0 Teaching and Learning Methods

Teaching and learning at the level of Diploma in Pre-Primary Education is based on knowledge, skills and attitudes. The student teacher is expected to gain knowledge about previous education and spend an extended time doing practical activities based on the knowledge already acquired. The tutor should use interactive methods that will enable the student teacher to build the intended competence. The methods suggested in this syllabus involve the student teacher in the whole act of learning and teaching based on various needs and abilities. These methods include songs, stories, games, demonstrations, gallery tours, role plays, study tours and group discussions. These methods will also enable the student-teacher to be creative, think realistically, communicate, collaborate, seek knowledge from various sources, and solve various challenges in daily life. The tutor is advised to guide the student teacher to be creative and flexible in using participatory methods during teaching practice and to select teaching and learning aids from the natural environment of the student.

8.0 Teaching and Learning Resources

Teaching and learning resources in Pre-Primary Teacher Education should be interactive and fulfil the learning needs. The tutor should ensure that the student-teacher gets a chance to make and use teaching and learning resources. The tutor is advised to use the resources available in the surroundings. Suggested teaching and learning resources include; computers, printers, tablets, discs, texts containing information related to the relevant competences, creative and non-creative texts, graphics, photographs, audio, television, film, radio, physical objects, and dictionaries.

9.0 Assessment

Assessment of the student teacher's learning progress will be based on the criteria defined in each learning activity. The assessment tools focus on building competences of the student teacher. The tutor should examine the student teacher in all aspects of testing which are knowledge, skills and attitudes.

Similarly, the tutor should design diverse assessment activities to stimulate learning. The final assessment will contribute seventy percent (70%), while continuous assessment will contribute thirty percent (30%). The student teacher must pass the continuous assessment with at least 50% and at the same level in the final assessment to be awarded a certificate. Failure to attain the scores, the student teacher can re-sit the examination twice within three years. Table 2 shows the distribution of marks for continuous assessment.

Table 2: *Distribution of Marks*

S/No	Assessment	Distribution (%)
1.	First Year Terminal Examination	6.0
2.	First Year Annual Examination	6.0
3.	Second Year Terminal Examination	6.0
4.	Project	7.0
5.	Portfolio	5.0
	Total	**30**

10.0 Number of Periods

The Educational Psychology and Sociology syllabus for Diploma in Pre-Primary Education provides an estimate of time that will be spent on teaching and learning based on the weight of specific competences and activities to be performed by the student teacher. The estimated time is based on periods allocation whereby each period carries 60 minutes. This subject has a total of two periods per week.

11.0 Teaching and Learning Contents

The contents of the syllabus are organised into a matrix with six components which are; main competence, specific competence, learning activities, assessment criteria, teaching and learning resources and the number of sessions. Tables 3 and 4 show the contents for the First and Second Year respectively.

Table 3: Contents in the First Year

Main Competence	Specific Competence	Learning Activities	Assessment Criteria	Suggested Resources	Number of Periods
1.0 Demonstrate mastery of child psychology in teaching and learning	1.1 Demonstrate mastery of the foundations of child psychologyin teaching and learning	(a) Analyse the concept and foundation of child psychology in teaching and learning by considering meaning, origin, importance, scope and goals	The concept and foundations of child psychology in teaching and learning are analysed, focusing on meaning, origin, importance, scope and goals	Psychology and sociology modules, texts on psychology and sociology and psychology research reports	17
	1.2 Analyse stages of child growth development inlearning	(a) Analyse stages and aspects of child care and development including basic needs for learning focusing on needs and stimuli for the stages of child development	Stages and aspects of child care and development including basic needs for learning are analysed focusing on needs and stimuli for the stages of child development	Sample of clinics cards, Psychology and Sociology, pictures, short, video clips on guidance and counselling and journal/ article with educational psychology and sociology messages	
	1.3 Demonstrate mastery of theories and principles of childcare, teaching and learning	(a) Analyse theoriesand principles ofchild care and learning by considering meaning, importance and uses	The theories and principles of child care and learning are analysed by considering meaning, importance and uses	Psychology and Sociology modules and texts, Ministry's guidelines on guidance and counselling, case studies and evidence	

Main Competence	Specific Competence	Learning Activities	Assessment Criteria	Suggested Resources	Number of Periods
	1.4 Demonstrate mastery of guidance and counselling skills in child care, teaching and learning	(a) Analyse theories, foundations and principles of guidance and counselling focusing on the meaning types andcounselling skills and the differences between guidance and counselling	Theories, foundations and principles of guidance and counselling are analysed, focusing on the meaning, types and counselling skills and the differences between guidance and counselling		17
		(b) Analyse ethics in guidance and counselling basing on the importance of guidance and counselling, the qualities, and ethical behaviours of a counsellor in counselling	Guidance and counselling ethics are analysed based on the importance of guidance and counselling, the qualities, and ethical behaviours of a counsellor in counselling	Leaflets, flip charts, marker pens, personal covenant forms, case studies and records on guidance and counselling	

Table 4: *Contents in the Second Year*

Main Competence	Specific Competence	Learning Activities	Assessment Criteria	Suggested Resources	Number of Periods
2.0 Demonstrate mastery of sociology of education in teaching and learning	2.1 Demonstrate mastery of the foundations ofthe sociology of education	(a) Analyse theories and foundations of sociology of education focusing on meaning, origin, importance and goals	Theories and foundations of sociology of education are analysed focusing on meaning, origin, importance and goals	Modules and texts on Educational Psychology and Sociology, charts, flipcharts and marker pens	35
	2.2 Analyse social issues which affect child care and learning	(a) Analyse the relationship between school and society with regarding to child care	The relationship between school and society for the child care and learning is analysed	Educational Psychology and Sociology modules, texts indicating relationships between a school and society, flipcharts and marker pens	
		(b) Use the relationship between school and society to improve child care and learning	The relationship between school and society to improve child care and learning is used based on methods of improving teacher -child relationship	Modules, texts, leaflets, and drawings showing relationships between a school and society, flipcharts and marker pens	

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