

**REPUBLIC OF RWANDA**



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*NATIONAL CURRICULUM DEVELOPMENT CENTRE*

# **Educational Psychology and School Management Curriculum**

**TEACHER TRAINING SECTION (TTC)**

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## TABLE OF CONTENTS

<b>PART ONE: EDUCATIONAL PSYCHOLOGY PROGRAMME IN ADVANCED LEVEL .....</b>	<b>4</b>
I. INTRODUCTION.....	4
II. GENERAL ORIENTATIONS.....	6
III.DETAILED PROGRAMME.....	7
EDUCATIONAL PSYCHOLOGY IN SENIOR 4 TEACHER TRAINING COLLEGES.....	7
<b>1<sup>ST</sup> part: GENERAL DIDATICS.....</b>	<b>7</b>
GENERAL OBJECTIVES.....	7
CHAPTER I: DEFINITIONS OF TERMINOLOGY.....	8
CHAPTER II: THE LESSON.....	9
CHAPTER III: PEDAGOGY BY OBJECTIVES.....	10
CHAPTER IV: PEDAGOGICAL METHODS AND TECHNIQUES.....	11
CHAPTER V: TEACHING AIDSS.....	12
CHAPTER VI: PEDAGOGICAL EVALUATION.....	13
CHAPTER VII: SCHOOL ENVIRONMENT.....	14
CHAPTER VIII: THE TEACHER.....	14
CHAPTER IX: PEDAGOGICAL RELATIONS.....	15
CHAPTER X: OBSERVATION.....	16
<b>2<sup>ND</sup> part: HUMAN PSYCHOLOGICAL GROWRH AND DEVELOPMENT.....</b>	<b>17</b>
GENERAL OBJECTIVES.....	17
CHAPTER ONE: PRELIMINARY NOTIONS.....	18
CHAPTER TWO: PRENATAL AND BIRTH PERIODS.....	19
CHAPTER THREE: FROM BIRTH TO AGE 2/13.....	20
CHAPTER FOUR: ADULT AND OLDAGE.....	24

<b>EDUCATIONAL PSYCHOLOGY IS SENIOR 5 OF TEACHER TRAINING.....</b>	<b>25</b>
GENERAL OBJECTIVES.....	25
CHAPTER ONE: TRAINING/APPRENTICESHIP .....	26
CHAPTER TWO: EDUCATIONAL EVALUATION.....	30
CHAPTER THREE: INTRODUCTION TO SOCIAL PSYCHOLOGY.....	33
<b>EDUCATIONAL PSYCHOLOGY IN SENIOR SIX OF TEACHER TRAINING.....</b>	<b>35</b>
GENERAL OBJECTIVES.....	35
CHAPTER ONE: ACTIVE METHODS.....	35
CHAPTER TWO: THE HANDICAPPED.....	37
CHAPTER THREE: PERSONALITY STUDIES .....	39
CHAPTER FOUR: METHODOLOGICAL NOTES.....	42
CHAPTER FIVE: EVALUATION APPROACH.....	43
CHAPTER SIX: SPECIAL FACTORS.....	43
BIBLIOGRAPHY.....	44
<b>PART TWO: SCHOOL MANAGEMENT PROGRAMME.....</b>	<b>46</b>
I. Introduction.....	46
II. General orientations.....	46
III. General objectives.....	46
IV. DETAILED PROGRAMME.....	47
CHAPTER ONE: EDUCATIONAL MANAGEMENT.....	47
CHAPTER TWO: ADMINISTRATIVE MANAGEMENT.....	49
CHAPTER THREE: FINANCIAL MANAGEMENT AND ACCOUNTING.....	51
V. METHODOLOGICAL NOTES.....	53
VI. EVALUATION APPROACH.....	53
VII. BIBLIOGRAPHY.....	54

## **PART ONE: EDUCATIONAL PSYCHOLOGY CURRICULUM IN ADVANCED SECONDARY SCHOOL**

### **I. INTRODUCTION**

After noting that the TTC curriculum was rich in scientific terms but poor in practical terms, and while we live today in a world where success is measured in terms of competences that society needs for its development, it has been necessary to review some professional courses and in particular the TTC curriculum in order to render their graduates useful and able to intergrate harmoniously in socioprofessional life. It is with the aim of inserting it in the Rwandan context that the Educational psychology programme was reviewed and modified to fit in well with this vision.

This programme will allow the student-teacher:

- to know better the young Rwandan and to help orient his education in such a way that he is shaped into a good citizen him adapt himself to and to society
- to be prepared for further studies especially in the following Sections: Education Science and Social Sciences

It stretches in a period of three years as follows:

- **In Senior Four**, Educational Psychology is sub-divided into two big parts including General Didactics and Human growth and Development
  1. In General didactics, the Student-Teacher will familiarise himself with:
    - Different new terminology such as Educational psychology, Pedagogy/Education, Didactics;
    - Different parts of a didactic action (the lesson, pedagogical objectives, means and methods adapted to the objectives and the situation of departure, evaluation)
    - Lesson Preparation
    - Observation and its methods with application to pedagogical realities (elements of school environment, behaviours of different actors in a didactic action, children games and leur development);
    - Student-Teacher relations and notions of authority, discipline and sanction, utilisation of Teaching Aids and diadactic evaluation

2. With regard to Human Growth and Development, the student-teacher will more particularly lean on the student
- **In Senior Five**, the student-teacher will deepen his teaching skills and evaluation notions and he will need them all along in his career to help him analyse the group concept so as to apply it to a class situation he is ceaselessly supposed to organise and animate;
  - **In Senior Six, the student** – teacher will crown his Education psychology training with a teaching practice which will the following various notions:
    - o Active Teaching skills
    - o Personality and its characteristics
    - o Different types of handicaps

Apart from specific objectives and the notional contents in this programme, the teacher will equally discover didactic material and the time spent on each chapter as well as suggested practical activities. These activities are merely suggestions. The Teacher should be able to look for others so as to make lessons more exciting and efficient.

## II. GENERAL ORINTATIONS

This Educational Psychology programme should give a big contribution in making the student-teacher a competent teacher, useful to himself and the society.

It revolves around the following seven guiding principles: pedocentrism, activity, socialisation, expression and autonomy.

- a. **Pedocentrism:** this principle presupposes that the teacher places the child as the centre of a learning activity.
- b. **Concretisation:** this principle calls upon the teacher to start his teaching activity from a known concrete situation and use real, concrete exemples in illustrations.
- c. **Activity:** this principle calls upon the teacher to reserve a big part of learning to the student; the teacher just playing as much as possible the role of coordination.
- d. **Socialisation:** this principle invites the teacher to organise group work activities with a view to preparing te learner for future social life.
- e. **Expression:** this principle requires the teacher to give learners an opprtunity and extensive possibilities to express their ideas verbally.
- f. **Autonomy:** through this principle learners will, at the end of the learning process, be able to solve their own problems, themselves.
- g. **Individualism:** this principle requires the teacher to take into account specific difficulties and potentialities of the individual learner.

**N.B. The teacher should always make sure that his lessons are coordinated and coherent.**

### **III. DETAILED PROGRAMME**

#### **EDUCATIONAL PSYCHOLOGY IN SENIOR FOUR**

##### **Part one: GENERAL DIDACTICS**

##### **GENERAL OBJECTIVES**

At the end of the Educational Psychology Programme in Senior four, the student-teacher will be able to:

- Define key terminology with regard to general didactics
- Present big parts of a lesson
- Formulate educational objectives taking into account content, different student levels and different personality domains (cognitive domain, psychomotor domain and effective domain).
- Foresee methods and means of teaching adapted to specific educational objectives and to the situation of departure.
- Make some didactic materials in conformity with objectives aimed at.
- Use evaluation skills gained to check on the progress and know-how of learners
- Observe and be able to to correctly judge some elements of school enviroment and various behaviours of different actors in a didactic process.
- Describe qualities, responsibilities and functions of a good teacher
- Appreciate his own benefits amd those of others in a trial lesson and a real typical lesson lesson.

## CHAPTER ONE: DEFINITION OF TERMINOLOGY.

### DIDACTICAL MATERIALS:

Teaching Aids will, in a big part, consist of:

- real objects: wall hangings, audio-visual materials (TV;radio; film; ....), demonstration lessons, reading of short stories, examples of objectives on N.T. , model lessons on on EPA, books, school regulations, micro-teaching sessions, etc.....

**DURATION:** 3 periods

<b>Specific objectives</b>	<b>Content</b>	<b>Teaching/Learning Activities</b>
Explaining the following notions: <ul style="list-style-type: none"> <li>- Education</li> <li>- Pedagogy</li> <li>- Educational psychology</li> <li>- Instruction</li> <li>- Training</li> <li>- Didactics/Methodology</li> <li>- General didactics</li> <li>- Special/Specific didactics</li> <li>- Teaching- Learning</li> </ul>	Definition of terminology <ul style="list-style-type: none"> <li>- Education</li> <li>- Pedagogy</li> <li>- Educational psychology</li> <li>- Instruction</li> <li>- Training</li> <li>- Didactics/methodology               <ul style="list-style-type: none"> <li>o General didactics</li> <li>o Special/specific didactics</li> </ul> </li> <li>- Teaching- Learning</li> </ul>	<ul style="list-style-type: none"> <li>- Looking for documentation</li> <li>- Dialogue, discussions leading to facilitation in differentiating between different terms</li> </ul>



**CHAPTER II: THE LESSON.**

**Teaching Aids:** books, dictionaries, lesson/preparation- scheme of work

**DURATION:** 5 periods

Specific Objectives	Content	Teaching/Learning Activities
<ul style="list-style-type: none"> <li>- To show the lesson preparation steps</li> <li>- To explain the importance of lesson preparation</li> </ul>	<p><b>2. The lesson</b></p> <p>2.1. definition of the lesson</p> <p>2.2. lesson preparation</p> <p>2.2.1. Importance (necessity) for preparation</p> <p>2.2.2. Lesson preparation steps:</p> <ul style="list-style-type: none"> <li>- Distance preparation</li> <li>- Close preparation</li> <li>- Immediate preparation</li> </ul>	<p>Group Discussion in order to bring out:</p> <ul style="list-style-type: none"> <li>- The lesson definition</li> <li>- Necessity for lesson preparation</li> <li>- Lesson preparation steps.</li> </ul>
<p>To give and to explain essential elements in lesson preparation</p>	<p>2.2.3. Essential elements in preparation:</p> <ul style="list-style-type: none"> <li>- Objectives</li> <li>- Content</li> <li>- Didactic means</li> </ul>	<ul style="list-style-type: none"> <li>- Starting by using a real, concrete example when preparing a lesson of a certain school of application, bringing out essential elements of lesson preparation</li> </ul>
<p>To give and to explain the main parts of lesson</p>	<p>2.2.4. Lesson steps:</p> <ul style="list-style-type: none"> <li>- Introduction</li> <li>- Body of the lesson</li> <li>- Evaluation</li> </ul> <p>2.2.5. Lesson preparation scheme</p>	<p>Doing exercises on each part of the lesson. Doing some research on different lesson preparation schemes and highlighting advantages and disadvantages of each scheme.</p>

### Chapter III. PEDAGOGY BY OBJECTIVES

Teaching Aids: Telling a story, objective examples on the blackboard

DURATION: 6 periods

Specific objectives	Content	Teaching/Learning Activities
<p>-To explain pedagogy by objectives.</p> <p>-To explain the notion of pedagogical intention and to distinguish between finalities of aims and objectives.</p> <p>-To differentiate between a general and aspecific objective.</p> <p>-To formulate operational objectives for a given lesson.</p>	<p><b>3. PEDAGOGY BY OBJECTIVES</b></p> <p>3.1. Pedagogical intentions</p> <p>3.1.1. Definition of the pedagogical intention concept</p> <p>3.1.2. Level of formulation of pedagogical intention: Finalities - Aims</p> <ul style="list-style-type: none"> <li>- Objectives</li> </ul> <p>3.1.3. Pedagogical objectives</p> <p>3.1.3.1. Types of pedagogical objectives</p> <ul style="list-style-type: none"> <li>-General objective (notion, characteristics, exercises).</li> <li>-Specific Objectives (notion, characteristics, exercises)</li> <li>-Operational objectives (notion, characteristics, exercises).</li> </ul>	<ul style="list-style-type: none"> <li>- Bringing out the notion, advantages and disadvantages of the objectives from a told story.</li> <li>- Exercises for identification of finalities, aims and objectives</li> <li>- In a given list of objectives, picking out the general, specific and operational ones</li> <li>- Setting exercises on operational objectives formulation on topics of given lessons</li> </ul>
<p>To differentiate between application domains of pedagogical objectives</p>	<p>3.1.3.2. classification of pedagogical objectives according to their domains:</p> <ul style="list-style-type: none"> <li>-Cognitive domain</li> <li>-Psychomotor domain</li> <li>-Affective domain</li> </ul>	<ul style="list-style-type: none"> <li>-Identification in a list of activities those related to cognitive domain, psychomotor domain and affective domain.</li> <li>-Exercise on pedagogical objectives formulation in the three domains of application</li> </ul>
<p>To explain the principle of objective analysis in general and in particular, to present, in form of a diagram, the analytical technique in tree</p>	<p>3.1.3.3. Techniques in pedagogical objectives analysis:</p> <ul style="list-style-type: none"> <li>- Principle of objectives analysis</li> <li>- Analysis Techniques in a tree</li> </ul>	<p>Simplification of the analysis of objectives in a tree.</p>

## CHAPTER IV: PEDAGOGICAL METHODS AND TECHNIQUES

Teaching Aids: books, typical primary school lessons

DURATION: 8 periods

Specific objectives	Content	Teaching/Learning Activities
To explain the terms: - Method - Technique	4. Methods, techniques and pedagogical processes 4.1. Definition of terms “methods” and “techniques”.	Discussions meant to bring out the meaning of “methods” and “techniques”
Tracing the historical origin of pedagogical methods	4.2. The history of methods	Doing some documentary research in order to trace historical origins of pedagogical methods
To show and describe different pedagogical methods  To show and explain different principles which underlie active methods  To show advantages and disadvantages of active methods	4.3. Classification of methods 4.3.1. Classical methods: -Notion -Advantages and disadvantages -Types: 1. Expositive methods 2. Interrogative/socratic methods  4.3.2. Active methods  -Notion -Advantages and limits -General principles of active methods: 1. Activity principle 2. Interest and motivation principle 3. Adaptation principle 4. Social contract principle 5. Individualisation principle	Doing documentary research on classification of methods Establishing a comparison table between different methods  Group discussions on advantages and disadvantages of active methods  From a given lesson, pick out the different principles which govern active methods

<p>To show and explain certain techniques and processes used in active methods</p>	<p>-Types :</p> <ul style="list-style-type: none"><li>1. Dialogue method</li><li>2. Discovery and research method<ul style="list-style-type: none"><li>-Free</li><li>-Guided</li></ul></li></ul> <p>4.4. Processes;</p> <ul style="list-style-type: none"><li>- intuition</li><li>- analysis</li><li>- synthesis</li><li>- induction</li><li>- deduction</li></ul> <p>Active methods techniques:</p> <ul style="list-style-type: none"><li>- Role Play</li><li>- Simulations</li><li>- Structured Exercises</li><li>- Games</li><li>- Case Studis</li><li>- Guess Work</li><li>- Brainstorming</li><li>- Stories</li><li>- Philips 6x6</li><li>- Group Work</li><li>- Observation/Field Work</li></ul>	<p>Differentiate between guided and tested (experimented) discovery</p> <p>From observations of a didactic session obtained from active methods, establish written matrix describing technique steps used in deducing the advantages and disadvantages</p>
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## CHAPTER V: TEACHING AIDS

**Teaching Aids:** real objects, representations, audio-visual material

**DURATION:** 6 periods

Specific objectives	Content	Teaching/Learning Activities
-To explain the importance of didactic material	<b>Didactic material</b> 5.1.1. The importance of didactic material	The importance of didactic material to be pointed out using dialogue.
-To distinguish different types of didactic material -To determine the type of didactic material to be used in a given didactic material	<b>5.1.2.</b> types of didactic materials <ul style="list-style-type: none"> <li>o Real objects</li> <li>o Representations: verbal and audio-visuals</li> </ul>	Manipulation of didactic materials in a trial lesson Making some didactic materials
To explain the importance of the chalk board	<b>Pedagogic support</b> 5.2.1. Types of pedagogic support 5.2.2. types of boards 5.2.2.1 Chalk board	Group Discussions to point out the importance of the chalk board
To distinguish the different types of chalk boards	5.2.2.2. the importance/function of the chalk board	Observation of different types of chalk boards
To determine the characteristics of the chalk board	5.2.2.3. Qualities/characteristics	Dialogue to point out qualities of a good chalk board
-To exploit the best way to use a chalk board -To write methodically on the chalk board	5.2.2.4. Utilisation procedure	Exercising writing on the chalk board
To exploit the use of audio-visuals in a didactic context	5.2.3. Audio-visual means: <ul style="list-style-type: none"> <li>- Classification</li> <li>- Identification and description</li> <li>- Advantages</li> <li>- Utilisation/functioning procedure</li> </ul>	-Exercises in audio-visual means use. -Distinguishing between audio and visual materials -Computer manipulation exercises

**CHAPTER VI : EDUCATIONAL EVALUATION****DURATION : 2 periods**

<b>Specific objectives</b>	<b>Content</b>	<b>Teaching/Learning Activities</b>
- To define pedagogical evaluation and demonstrate its importance for the student, the teacher and parents	<b>6. Pedagogical Evaluation</b> 6.1. Definition of pedagogical evaluation 6.2. Importance/necessity	Through dialogue point out the definition and importance of pedagogical evaluation
To show different ways of evaluation	6.3 Evaluation tools - tests - quiz - examinations - practical work (authentic evaluation)	Pointing out evaluation means through group discussions
-To draft evaluation questions with no ambiguity -To suggest some techniques in objective correction	6.4. Techniques in drafting questions and procedure in objective correction.	-Exercises in formulation of questions with no ambiguity. -pointing out difficulties in objective correction

## CHAPTER VII: THE SCHOOL ENVIRONMENT

**DURATION: 2 periods**

<b>Specific objectives</b>	<b>Content</b>	<b>Teaching/Learning Activities</b>
To describe the school environment  To give the equired conditions for child friendlt school	<b>7. <u>School environment</u></b> 7.1 The school and its environment 7.2. Conditions for a good class	Observation of a school environment (Selected primary school for application)

## CHAPTER VIII: THE TEACHER

**DURATION: 1 period**

<b>Specific objectives</b>	<b>Content</b>	<b>Teaching/Learning Activities</b>
-To define the duties of a teacher  - To point out characteristics of a good teacher	<b>8. <u>THE TEACHER</u></b>  8.1. Duties, responsibilities of a good teacher <b>8.2.</b> Qualities of a good teacher (physical, moral and intellectual )	Group discussions geared towards pointing out duties/responsibilities of a teacher on one hand and qualities of of a good teacher on the other.

**CHAPTER IX: PEDAGOGICAL/EDUCATIONAL RELATIONS.**

**Teaching Aids: School rules/regulations, micro-teaching**

**DURATION: 4 periods**

<b>Specific objectives</b>	<b>Content</b>	<b>Teaching/Learning Activities</b>
To explain pedagogical relations types and to bring out their advantages and disadvantages.	<b>9. Pedagogical realations</b> 9.1. type of pedagogical relation: -authoritative -democratic -Non-directive	-Simulation so as to bring out pedagogical relations notion and types of pedagogical relations, advantages and disadvantages of each of them.
To differentiate discipline and authority using environmental examples	9.2. Authority, discipline, selfdiscipline, rules	-Analysis and comments on the school rules -Writing a draft rules in form of a play
To explain the term “sanction” and to bring out its different forms.	<b>9.3. Sanctions:</b> - -punishments -rewards	-Group research into allowed sanctions in primary schools



**CHAPTER x: OBSERVATION****Teaching Aids: typical lessons, trial lessons, situation improviesde in class****DURATION: 4 periods**

<b>Specific objectives</b>	<b>Content</b>	<b>Teaching/Learning Activities</b>
To define observation To distinguish and explain types of observation To give advantages and disadvantages of each type of observation	<b>10. <u>OBSERVATION</u></b> 10.1. Notion 10.2. Types: -Internal observation -External observation  10.3. Advantages and disadvantages of each type 10.4. Qualities of a good observation	Discussions to bring out the notion of observation, types and criteria for a good observation.  Using simulations show the advantages and disadvantages of each type of observation.
To give and explain factors affecting the observer and the observed	10.5. Factors affecting the observer and the observed.	Through dialogue, students will bring out factors affecting the observed and the observer.
To give different elements on which a lesson observation will be concentrated on	10.6. Lesson observation -Lesson observation plan	Critical appreciation of types of lessons, trial and practice lessons

## **2<sup>nd</sup> Part: HUMAN GROWTH AND DEVELOPMENT**

### **GENERAL OBJECTIVES**

- To give and explain psychomotor, intellectual and socio-affective characteristics of a child from prenatal to age 12/13 and then suggest some good practical advice for his/her education.
- To show and justify causes of some specific behaviours in adolescents, to explain causes of any eventual lack of adaptation and to suggest remedial measures to take
- To give and to explain characteristics of adults and old age
- To take into account psychological data of a child in the organisation of teaching-learning.

**CHAPTER I: PRELIMINARY NOTIONS**

**Teaching Aids: Encyclopedias, psychological manuals**

**DURATION: 24 periods**

<b>Specific objectives</b>	<b>Content</b>	<b>Teaching/Learning Activities</b>
-To define psychology -To state precisely reasons for studying psychology	Definition and reasons for studying psychology	Documentary research in groups
To distinguish between different branches of psychology in relation to its specific study	Some branches of psychology: <ul style="list-style-type: none"> <li>- general psychology</li> <li>- social psychology</li> <li>- differential psychology</li> <li>- genetical psychology</li> <li>- development psychology</li> <li>- clinical psychology</li> <li>- psychology of work</li> </ul>	Identification of different approaches in the human growth and development study
To give the objectives of Development psychology  To distinguish and to describe approaches in human Development psychology	-Human development objective -Approaches in development study: <ul style="list-style-type: none"> <li>-Longitudinal studies</li> <li>-Transversal studies</li> <li>-Retrospectives studies</li> </ul>	-Doing some exercises on longitudinal, transversal and retrospective studies of children of different ages on psychomotor development.

## CHAPTER II: PRENATAL AND BIRTH PERIOD

**Teaching Aids:** Video show of “A baby is a person”, wall hangings.

**DURATION:** 9 periods

Specific objectives	Content	Teaching/Learning Activities
<p>-To traditional practices, traditional food, traditional dress, traditional religion and traditional sexual relations during pregnancy.</p> <p>-To do a critical appreciation of these practices</p>	<p>-Some rwandan traditional and sociocultural practices in relation to the pre-natal period.</p>	<p>Talking to people with experience in these issues</p>
<p>-To give and explain the major characteristics of psychomotor development during the prenatal period.</p>	<p>-Psychomotor development during the pre-natal period</p> <p>-Hereditary and other environmental influence on human development</p>	<ul style="list-style-type: none"> <li>- Watching videos, studying wall hangings and pictures</li> <li>- Exchanging ideas and views</li> </ul>
<p>-To suggest some traditional practices to recommend during the prenatal period</p> <p>-To give and explain circumstances linked to birth and which can play a role in the development of an individual.</p> <p>-To establish a comparison between life inside the uterus and life outside the uterus</p>	<p>-Some recommended practices during pre-natal period</p> <p>-Circumstances linked to birth:</p> <ul style="list-style-type: none"> <li>-labour during birth (contraction)</li> <li>-Anoxia</li> <li>-use of forceps and suction</li> <li>-prematurity</li> </ul> <p>Chock at birth</p>	<p>-Studying the video-cassette “A baby is a person”;</p> <p>-Research, discussion in groups just trying to compare life in and outside the uterus.</p> <p>-Observation of new-borns. Discussion in groups.</p>
<p>-To identify some reflexes of a child at birth</p>	<p>-Some of the reflexes at birth:</p> <ul style="list-style-type: none"> <li>-sucking reflex</li> <li>-automatic prehension reflex</li> <li>-Moro reflex</li> </ul> <p>Rooting reflex (automatic moves)</p>	

**CHAPTER III: BIRTH TO AGE 12/13**

**Teaching Aids: talking protocol, video-camera, materials in connection with J.PIAGET's experiments, toys and others things, child play toys.**

**DURATION: 42 periods**

Specific objectives	Content	Teaching/Learning Activities
<p>-To show physical and psychomotor aspects of a child from age 6/7 - age 12/13</p>	<p><b>1<sup>st</sup> childhood stage: 0- 2/3 years</b></p> <p>Major psychomotor acquisitions from birth to 2-3 years</p> <p>Intellectual development between 0-3 years</p> <ul style="list-style-type: none"> <li>- Evolution of Sensor motor intelligence</li> <li>- Language acquisition</li> </ul> <p>Evolution of socio-affective behaviours between 0-3 years</p> <ul style="list-style-type: none"> <li>-Evolution of objectal relations</li> <li>-Psycho-sexual development according to S FREUD: oral stage and anal stage</li> </ul> <p>Educational guidance for a child from age 0-3</p>	<p>Observation and discussion on all aspects of development.</p> <p>Group work: exercising in formulation of an education guide for children aged 0-3 years.</p>

	<p><b>2<sup>nd</sup> childhood stage : 2/3 – 6/7 years</b>  Psychomotor development for the children aged 2/3-6/7 years</p> <p>Intellectual characteristics of the child during the stage of 2/3 – 6/7 years  (Notion on the pre-operatory intelligence stage)</p> <p>Evolution of socio-affective development of the child from 2/3 – 6/7 years:  -Evolution of psycho-sexual development  -Evolution of moral conscious  -Evolution of the socialisation process</p> <p>Playing stage of children from age 2/3 – 6/7:  -Different types of play  -Classification of plays/games  -Toys for children aged 2/3 – 6/7  -Importance of games at that age</p> <p>-Pedagogical considerations and applications at the level of pre-school children: Nursery school and its role in the development of the child from age 2/3-6/7years.</p>	<p>*Visit to a nursery school with a video camera: observation and dialogue with teachers in order to collect information on :</p> <ul style="list-style-type: none"> <li>- All aspects of development</li> <li>- Different educative activities in class and outside class</li> <li>- Didactic materials and furniture</li> <li>- Different types of games</li> <li>- Educator-child relations</li> </ul> <p>*Intellectual characteristics; performing some of J. PIAGRT's experiments  *participation in some of the games of children of that age.</p> <p>*Formulation in groups of an education guide for pre-school age children.</p>
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-To show specific aspects of intellectual behaviour of children aged 6/7-12/13 years	<b>3<sup>rd</sup> childhood stage:</b> Physical and psychomotor aspects of children from 6/7-12/13 years	Observation of children in their environment: noting physical and psychomotor aptitudes
-To show the peer role and group activities in socio-affective evolution in children aged 6/7-12/13 -To show the principal causes of absence from and slow adaptation to school of children aged 6/7-12/13 years and suggesting remedial measures	Characteristics of the stage of concrete operations.	Performing some of J PIAGET's experiments
To suggest principles and means for the education of pre-school age	-Socio-affective development of children aged 6/7-12/13 years: <ul style="list-style-type: none"> <li>- Psycho-sexual development</li> <li>- Role of games and working as a team during socialisation</li> <li>- Evolution of moral consciousness</li> </ul> -Principle causes of school absconding and lack of adaptation in school in relation to socio-economic and cultural environment, school system, the pupil himself or the teacher.	Dialogue with parents using relevant protocol
To show briefly typical characteristics of a child from 0-6 years in different aspects of its development.	Appropriate principles and means of education of pre-school age children	Establishment of an education guide for pre-school age children.

## CHAPTER IV: ADOLESCENCE

**Teaching Aids:** Video-cassettes on adolescence and on HIV/AIDS and other STDs....

<b>Specific objectives</b>	<b>Content</b>	<b>Teaching/Learning Activities</b>
-To define the concept of puberty and adolescence and to put them in the context of their time	Puberty and adolescence: definition and putting them in time context	Definitions working in groups
-To show characteristics of physical development during adolescence  -To show differences between girls and boys in terms of physical features during adolescences	Physical and psychological transformation during adolescence.  Some physical differences between girls and boys	-Video show/seeing some photographs. Observation of pupils in case of amixed class.
-With the aid of examples, to show how physical development influences behaviour in adolescents	Incidences in physical and psychological transformation in adolescents' behaviour	-Testimonies
To show the principal characteristics of intellectual development in adolescents	Intellectual development in adolescents: Formal operations stage	Perfoming some of JPIAGET's experiments
To show socio-affective characteristic behaviours of adoloscents	Socio-affective development in adolescence: <ul style="list-style-type: none"> <li>- Psycho-sexual development</li> <li>- Adolescent and his/her human environment</li> <li>- Moral conscienceness in the the adolescent</li> </ul>	Testmonies and exchanging of personal experiennces
To bring out some specific behaviours of adolescents	Adolescents and HIV/AIDS and other STDs	Showing a film on HIV/AIDS
To find out and account for other factors affecting academic failure and social non-adaptation in adolescence	Factors affecting dropping out of and non-adaptation to school	-Testmonies and sharing of experiences



<b>Specific objectives</b>	<b>Content</b>	<b>Teaching/Learning Activities</b>
To suggest measures to prevent and fight against academic failure and non-adaptation social of adolescent	Some suggested measures to prevent and fight against academic failure and non-adaptation by adolescents.	-Group work: suggestion of a good direction of behaviour that prevents and fights against academic failure and social non- adaptation.

## CHAPTER V: ADULT AND OLD AGE

**Teaching Aids: Photos of adults and old people**

**DURATION: 6 periods**

<b>Specific objectives</b>	<b>Content</b>	<b>Teaching/Learning Activities</b>
To bring out criteria for characterising an adult or an old person in the rwandese culture	-Criteria for identificaton of an ault or an old man in rwandese culture	Dialogue with adults and old people
To show essential physical, socio-affective and cultural characteristics in adults.	-Essential characteristics of adults: <ul style="list-style-type: none"><li>- Physical</li><li>- Intellectual</li><li>- Socio-affective</li><li>- Cultural</li></ul>	Observation and dialogue with adults
To describe essential physical, socio-affective and cultural characteristics of old people	Essential characteristics of old people: <ul style="list-style-type: none"><li>- Physical</li><li>- Intellectual</li><li>- Socio-affective</li><li>- cultural</li></ul>	Observation and dialogue with old people
To formulate some practical advice in relation to psychological and social problems associated with old age	-Attitudes towards old people	-Working in groups, studing some cases suggesting some advice to the effect

## **EDUCATIONAL PSYCHOLOGY IN SENIOR V TEACHER TRAINING**

### **GENERAL OBJECTIVES**

**At the end of this Educational psychology in Senior V of the teacher traing, the student-Teacher will be able to:**

- To identify different types of learnig and their respective pedagogical incidences
- To show various factors affecting learning and their pedagogical implications
- To carry out a teaching practice class, taking into account various teaching practice factors.
- To carry out effective evaluation throughout the the teaching practice and as much as possible to mark objectively pupils work
- To organize and teach a group basing on appropriate techniques.

## CHAPTER I: LEARNING

Teaching Aids: Some experimental shemes of work

DURATION: 50 periods

Specific objectives	Content	Teaching/Learning Activities
-To explain the notion of learning	Learning notion	Definition essai
-To distinguish the different types of learning /teaching and to show circumstances in which they can be used  To identify and explain the principal factors influencing learning and to derive pedagogical implications	<p><b>Types of learning</b></p> <ul style="list-style-type: none"> <li>• Conditioning</li> <li>• Imitation</li> <li>• Trial and error</li> <li>• Intuition</li> <li>• Association</li> </ul> <p>Pedagogical conclusions</p> <p><b>Principal learning factors:</b></p> <p><b>-Factors associated with learners</b></p> <p><b>a. physical factors: age, health</b></p> <p>Pedagogical conclusions</p> <p><b>b. Psychological factors:</b></p> <ul style="list-style-type: none"> <li>• <b>Intelligence:</b></li> </ul> <p>-Definition -Forms of intelligence -Measure of intelligence -Classification of individual based on the IQ -Pedagogical conclusions</p>	<p>Exploitation of experiments and examples given by the lecturer so as to bring out each type of learning</p> <p>Exchanging views in groups with regard to factors explaining failure or success of a learner or a class</p> <p>-Try and determine the impact of age and health on learning</p> <p>Discussion on subjective means of measuring intelligence (school results, liveliness...) Formulation of pedagogical implications, working in groups</p>

	<ul style="list-style-type: none"> <li>• <b>Perception</b> <ul style="list-style-type: none"> <li>- Definition: sensation and perception</li> <li>- Condition of perceptive phenomenon</li> <li>- Perception factors</li> <li>- Perception pathology</li> <li>- Pedagogical conclusions</li> </ul> </li>   <li>• <b>Memory</b> <ul style="list-style-type: none"> <li>- Definition</li> <li>- Forms of memory</li> <li>- Factors for remembering</li> <li>- Factors for forgetting</li> <li>- Memory pathology</li> <li>- Pedagogical conclusions</li> </ul> </li>   <li>• <b>Attention</b> <ul style="list-style-type: none"> <li>- Definition</li> <li>- Foms of attention</li> <li>- Attention in children</li> <li>- Factors for absentmindedness and attention</li> <li>- Means of attrcting attention in class</li> <li>- Pedagogical conclusion</li> </ul> </li> </ul>	<p>Perfoming different experiments on perceptionusing various senses.Formulation of pedagogical implications, working in groups</p> <p>Songs, reciting poems learnt in primary school</p> <p>Practice Exerices</p> <p>Working in groups, formulation of pegagogical implications</p> <p>Perfoming attention experiments</p>
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	<ul style="list-style-type: none"> <li>• <b>Need, motivation, interest</b> <ul style="list-style-type: none"> <li>- Definition</li> <li>- Types</li> <li>- Pedagogical conclusion</li> </ul> </li> <li>• <b>Imagination</b> <ul style="list-style-type: none"> <li>- Definition</li> <li>- Forms of imagination</li> <li>- Factors of imagination</li> <li>- Means of developmnt of imagination</li> <li>- Pedagogical concluaions</li> </ul> </li> <li>• <b>Judgement:</b> <ul style="list-style-type: none"> <li>- Definition</li> <li>- Forms</li> <li>- Pedagogical conclusions</li> </ul> </li> <li>• <b>Reasoning</b> <ul style="list-style-type: none"> <li>- Definition</li> <li>- Forms</li> <li>- Pedagogical conclusions</li> </ul> </li> <li>• <b>Good will</b> <ul style="list-style-type: none"> <li>- Definition</li> <li>- Steps in voluntary act</li> <li>- Pedagogical conclusions</li> </ul> </li> </ul>	<p>Study of concrete cases in order to show how these elements are learning factors</p> <p>-Using a live exapmle, do exercises on imagination -Imagination pictures</p> <p>With the teacher’s guidance, give suggestions on judgent</p> <p>-Exploitation of a reasoning brought out by the teacher. -Exercise on a reasoning formulation</p> <p>Study cases to show how the willingness is a factor in learning</p>
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	<p><b>c. Personal history of the subject</b></p> <p><b>-Factors connected to the teacher:</b></p> <p>Professional aptitude  Professional conscience  Pedagogical relations  Personality</p> <p><b>-Factors related to school environment:</b></p> <p>Curricula, methods, school calendar, infrastructure, school equipment, setting, school management.....  Pedagogical conclusions.</p> <p><b>-Factors related to out of school environment:</b></p> <p>Socio-economic level of the family, Parents level of education, atmosphere reigning in the family,...  Padagogical conclusions</p>	<p>Personal testimonies of pupils on other volunteers</p> <p>Working in groups, bring out different factors</p> <p>Exchange of ideas on factors related to school environment</p> <p>Discussion in groups on factors related to out of school factors.</p> <p>Exchange of ideas with pupils of other classes.</p>
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## CHAPTER II: PEDAGOGICAL EVALUATION

Teaching Aids: examination copies, some examination questionnaires, questions, competitive examinations

DURATION: 24 periods

Specific objectives	Content	Teaching/Learning Activities
-To explain, with the support of concrete situations, concepts in measurement and evaluation in general and in education in particular	*Notion on measurement and evaluation	Excises on measurement followed by interpretation of results obtained
To state clearly the aims, functions and moments of educational evaluation	*Aims of evaluation for; - The teacher - The student - The state - The parents  *Functions of evaluation  *Moments of evaluation	-Discuss in groups the aims of evaluation
To distinguish the types of evaluation	*Types of educational evaluation according to different criteria for characterisation: - Normative evaluation - Evaluation using criteria - Predictive or prognostic evaluation - Selective or sommative/quick evaluation - Collegial evaluation - Collective evaluation - Individual evaluation - Subjective evaluation - Objective evaluation	Exploitation of examples provided by the teacher



	<ul style="list-style-type: none"> <li>- Diagnostic evaluation</li> <li>- Formative and continuous evaluation</li> <li>- Internal and external evaluation</li> <li>- Peer evaluation</li> <li>- Self-evaluation</li> </ul>	
To identify evaluation tools	<ul style="list-style-type: none"> <li>• Evaluation Tools/instruments <ul style="list-style-type: none"> <li>- Interrogation, tasks and homework,</li> <li>- Internal exams prepared by the teacher</li> <li>- External or competitive examinations</li> <li>- Portfolios</li> </ul> </li> </ul>	Inventory of evaluation tools/instruments in Rwanda.
To write evaluation questionnaires	<p>Types of questions:</p> <ul style="list-style-type: none"> <li>-open questions:</li> <li>-closed questions: <ul style="list-style-type: none"> <li>*True/false type questions</li> <li>*Marching type of questions</li> <li>*multiple choice questions</li> <li>*Questions endowed with certain index</li> <li>*Filling in questions</li> </ul> </li> </ul> <p>-Semi-closed and semi-open questions</p>	Exercises in setting of questions in each type
<ul style="list-style-type: none"> <li>-To set a valid evaluation tool/instrument respecting setting steps process</li> <li>-To correctly use the instrument put</li> </ul>	<ul style="list-style-type: none"> <li>*Process of elaboration and use of a valid evaluation instrument <ul style="list-style-type: none"> <li>- Determining the aim of the exam</li> <li>- Stating clearly the content of the exam</li> </ul> </li> </ul>	Exercises in setting an exam in a branch suggested by the teacher

in place and to take adequate measures.	<ul style="list-style-type: none"> <li>- Choosing an appropriate type of exam</li> <li>- Writing and editing questions</li> <li>- Assembling the exam</li> <li>- Administering the exam</li> <li>- Marking the exam</li> <li>- Interpreting results</li> <li>- Taking a decision</li> </ul>	
<p>To state precisely the objectives and criteria for correction</p> <p>To mark pupils work in the framework of trial lessons according to fixed marking criteria and to suggest measures to take for students in relations to their results.</p>	* Objective criteria for marking: spelling, precision in content, speed, legibility, care, originality.	Exercises in the correction of a same question paper without any marking scheme and identifying criteria followed by each marker
To distinguish different levels in evaluation and to show the best stage for learners.	<p>*Different evaluation levels</p> <ul style="list-style-type: none"> <li>-Summary or synthetic appreciation level</li> <li>-Descriptive or analytical stage</li> <li>-Ordinary level (numerical, litteray)</li> </ul> <p>/Level of intervals</p>	Exploitation of examples provided by the teacher
From examples provided, to identify different subjectivity factors in marking and to suggest remedial measures	*Factors affecting subjectivity in the distribution of marks	Testmonies. Sharing of ideas in groups
To interpret results obtained by students after marking	* Meaning of marks	Exercises in interpretation of notes from interrogation

### CHAPTER III: INTRODUCTION TO SOCIAL PSYCHOLOGY

**Pedagogic material:** some schemes from different ways of forming groups

**DURATION:** 25 periods

Specific objectives	Content	Teaching/Learning Activities
To explain notions on social, psychology, group and group dynamics	<ul style="list-style-type: none"> <li>• <b>Notion on:</b> <ul style="list-style-type: none"> <li>- Social psychology</li> <li>- Group</li> <li>- Group dynamics</li> </ul> </li> </ul>	Doing documentary research, Observation of groups in activity, especially groups of students
To distinguish different groups according to the type of interaction, duration and type of internal functioning.	<ul style="list-style-type: none"> <li>• Types of groups <ul style="list-style-type: none"> <li>- Primary and secondary groups</li> <li>- Stable and ephemeral groups</li> <li>- Formal and informal groups</li> <li>- Bands and crowds</li> </ul> </li> </ul>	Illustrate different types of groups using your daily life experience.
To show characteristic elements of groups	<ul style="list-style-type: none"> <li>• Characteristics of a group: <ul style="list-style-type: none"> <li>- Pursuit of one common goal</li> <li>- Norms/standards</li> <li>- Members</li> <li>- Roles and status</li> <li>- Interaction</li> </ul> </li> </ul>	Analysing organisation, structure of groups of students. Discussion in groups to determine if a class constitutes a group.
To form groups using different methods.	<ul style="list-style-type: none"> <li>• Methods of forming groups: <ul style="list-style-type: none"> <li>- Sociometry</li> <li>- Haphazard group formation</li> <li>- Formation of groups by affinity</li> <li>- According to competences, specialities</li> <li>- According to games</li> </ul> </li> </ul>	Exercises in group formation

To distinguish informal and formal groups and different communication networks	<ul style="list-style-type: none"> <li>• Group structure <ul style="list-style-type: none"> <li>- Membership</li> <li>- Leadership</li> <li>- Sub-groups</li> <li>- Communication network</li> </ul> </li> </ul>	Analysis of the structure of the school as a group
To identify group phenomena	<ul style="list-style-type: none"> <li>• Some group phenomena <ul style="list-style-type: none"> <li>- Conformism</li> <li>- Cohesion</li> <li>- Deviance</li> <li>- Social conflicts</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>- Testimonies</li> <li>- Exploitation of the teacher's examples</li> <li>Study cases</li> </ul>
To organise and supervise group work and to suggest ways of preventing and solving any eventual problems  To show the role of the teacher in group work	<ul style="list-style-type: none"> <li>• Group work: <ul style="list-style-type: none"> <li>- Role of the teacher in group work</li> <li>- Problems arising from group work: problems related to the type of work, to the nature of the group' to inter-individual conflict, to the personality of people within.</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>- Exercises on organisation and conducting group work with peers</li> <li>- Sharing on problems arising from shared work in groups and suggestion on the way to resolve them.</li> </ul>
To Organise and chair a meeting	<ul style="list-style-type: none"> <li>• Conducting a meeting <ul style="list-style-type: none"> <li>. Preparing a meeting</li> <li>. Chairing a meeting <ul style="list-style-type: none"> <li>➤ Style of conducting a meeting <ul style="list-style-type: none"> <li>. a democratic leader</li> <li>. authoritative leader</li> <li>. a laissez-faire leader</li> <li>. a leader participant</li> </ul> </li> <li>➤ Animation technique : <ul style="list-style-type: none"> <li>. Brainstorming</li> <li>. Phillips 6x6</li> <li>. Roundtable</li> <li>. Briefing . Crossroads</li> </ul> </li> </ul> </li> </ul> </li> </ul>	Doing exercises on the conduct of meetings, preparation and chairing

## EDUCATIONAL PSYCHOLOGY IN 6<sup>th</sup> YEAR IN PEDAGOGY

### GENERAL OBJECTIVES

At the end of Educational Psychology in the 6<sup>th</sup> Year, the teacher student will be able to:

- describe some systems of active pedagogy
- use some principles of active methods in concrete teaching situations- learning
- point out some different types of handicaps and propose some pedagogical measure to adopt in such situations
- point out essential characteristics of a personality and draw out pertinent pedagogical implementations

### CHAPTER 1: ACTIVE METHODS

**Teaching Aids/Teaching Aids:** Dictionaries, school textbooks, educational psychology books.....

Film: “To be and to have”

Duration: 30 periods

Specific objectives	Content	Teaching/Learning Activities
*Brief history of Active Pedagogy	<ul style="list-style-type: none"> <li>• A brief history of Active Pedagogy: From traditional school to modern school.</li> </ul>	Documentary research
<p>*To briefly describe each pedagogical system by pointing out its principles</p> <p>*To point out the advantages and disadvantages of each pedagogical system</p> <p>*To apply active methods during trial lessons, practical lessons, and later teaching practice</p>	<p>*Some pedagogical systems:</p> <p>-Projects’ methods (J DEWEY). Methods of centers of interest: Ovid DECROLY. Dalton plan: H. PARKHURST -Winnetka plan: C. WASHBURNE -The M.MONTESSORI -The School according C.FREINET -Approach by competences: X.ROEGIER</p>	<p>-Complementary reading and appreciation of each tendency</p> <p>-Discussions of practical application modalities of each system in Rwanda.</p> <p>-Exploiting a video film.</p>

Specific Objectives	Content	Teaching/Learning Activities
	-Differential Pedagogy -Open pedagogy, distance learning, and interactive learning, -Programmed learning	
*To explain the fundamentals of Educational Psychology of Active Methods	*Fundamentals of Educational Psychology of active Methods. - Pedocentrism - Activity - Adaptation to the rhythm of the individual - Preparation to social life - Freedom/liberty	Bring out the similarities of the pedagogical systems that have been discussed.
To draw up educational psychological conclusions in relation to the active pedagogy.		Work in groups: discussing modalities of how to applying active methods in the primary school.

## CHAPTER II: THE HANDCAPS.

**Teaching Aids/Teaching Aids:** Film (to be looked for), photos, hand outs, books on the handicapped.

**Duration:** 13 periods.

Specific Objectives	Content	Teaching/Learning Activities
*To explain the notion of handicapped	<ul style="list-style-type: none"> <li>• Definition of a handicapped person.</li> </ul>	Essays on the definition from observations done in a particular milieu.
*To classify the different types of handicaps according to the particular domain of handicap.	<ul style="list-style-type: none"> <li>• Different types of handicapped people:               <ul style="list-style-type: none"> <li>- Physically handicapped</li> <li>- Handicapped person having some physical developmental disorders and body deformation</li> <li>- Sensorial handicapped</li> <li>- Person with motor impairment</li> </ul> </li> <li>- Mentally handicapped               <ul style="list-style-type: none"> <li>- mental defective/idiot</li> <li>- imbeciles</li> <li>- idiots</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>- To visit a handicapped centre/observation/to talk to the handicapped and their families.</li> <li>- Exploiting a film/ photos.</li> </ul>
*To relate the different attitudes which were manifested to the handicapped in the Rwandan society, and the reactions of the latter.	<ul style="list-style-type: none"> <li>• Different attitudes which were manifested to the handicapped.</li> <li>• Reactions of the handicapped persons.</li> </ul>	<ul style="list-style-type: none"> <li>-Exploiting Rwandan proverbs.</li> <li>-Observation of the attitudes of the people living with the handicapped people.</li> <li>-Testimonies.</li> </ul>

<b>Specific Objectives</b>	<b>Content</b>	<b>Teaching/Learning Activities</b>
*To adopt attitudes which are favorable for social and school integration of the handicapped people.	<ul style="list-style-type: none"> <li>• Integrate the handicapped in schools and socially.</li> </ul>	- Group work: simulation roles.
<p>*To describe the different types of special teaching methods in Rwanda.</p> <p>*To identify specialized agents that could participate in the taking care of the handicapped people.</p> <p>*To sensitize and give orientation to parents that have handicapped children towards the reception centers</p> <p>*To formulate pertinent pedagogical conclusions, and apply them in some lively class situations related to the particular handicaps.</p>	<p>*Special teaching organized in Rwanda:</p> <ul style="list-style-type: none"> <li>• Types of teaching.</li> <li>• Specialized agents</li> <li>• Some positive attitudes</li> </ul> <p>*Pedagogical conclusions</p>	<p>-Documentary research</p> <p>-Surveys, investigations/discussions</p> <p>Group work: Case study of common cases in the school environment and propose measures to be taken.</p>



### CHAPTER III: THE STUDY OF THE PERSONALTY.

**Teaching Aids:** Dictionaries, School Textbooks, magazines, films on the troubles of the personality

**Duration:** 23 periods

Specific Objectives	Content	Teaching/Learning Activities
<ul style="list-style-type: none"> <li>To explain the notion of the personality, of the character and the behavior.</li> <li>To explain using examples the characteristics of a personality.</li> </ul>	<ul style="list-style-type: none"> <li>- Notion of:               <ul style="list-style-type: none"> <li>.the personality</li> <li>.the character</li> <li>.the behavior</li> </ul> </li> <li>- Characteristics of the personality:               <ul style="list-style-type: none"> <li>.Singularity</li> <li>.Identity</li> <li>.Unity</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>- Reading of documents.</li> <li>- Exploiting cases and examples presented by the teacher.</li> </ul>
<ul style="list-style-type: none"> <li>To explain the determining factors in character formation of a person</li> </ul>	<ul style="list-style-type: none"> <li>*Factors of a personality:               <ul style="list-style-type: none"> <li>• Biological factors</li> <li>• Psychological factors</li> <li>• Sociological factors</li> <li>• Personal history of the subject.</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>- Case study</li> <li>- To discuss the different individuals observed.</li> </ul>
<ul style="list-style-type: none"> <li>To describe a personality using the typical methods and approach of the needs and motivations.</li> </ul>	<ul style="list-style-type: none"> <li>• To study and describe the personality using different theories:</li> <li>*Typological Method:               <ul style="list-style-type: none"> <li>-The notion of the type and the typology</li> <li>-Some typologies:                   <ul style="list-style-type: none"> <li>. Heymans and Wiersma's Typology</li> <li>. The typology of C.G. JUNG.</li> </ul> </li> </ul> </li> <li>*Approach by the needs and the motivations.</li> </ul>	<ul style="list-style-type: none"> <li>- Documentary research on different theories of the personality.</li> <li>-Illustration of the different theories of the personality using examples.</li> </ul>

Specific Objectives	Content	Teaching/Learning Activities
<p>- To describe the influence of the sub conscience on the behavior</p>	<p>Structure of the personality according to Sigmund Freud ( 1<sup>st</sup> theory, 2<sup>nd</sup> theory )</p> <p>*Physical structures:</p> <ul style="list-style-type: none"> <li>- Conscientious</li> <li>- Pre conscientious</li> <li>- Unconscientiously</li> </ul> <p>*Psychological instances</p> <ul style="list-style-type: none"> <li>- The id</li> <li>- The ego,</li> <li>- The ego self</li> </ul>	<ul style="list-style-type: none"> <li>. To exploit the examples</li> <li>. To exploit the drawing of the psychological apparatus</li> </ul>
<p>- To explain using examples, the self defense mechanisms.</p>	<p>Mechanisms of ego self defense:</p> <ul style="list-style-type: none"> <li>- Repression/suppression</li> <li>- Compensation</li> <li>- Sublimation</li> <li>- Projection</li> <li>- Substitution</li> <li>- Identification</li> <li>- Repration</li> <li>- Isolation</li> <li>- Rationalisation</li> </ul>	<p>- To exploit the examples given by the teacher/students</p>
<p>- To identify the personality disorders</p>	<ul style="list-style-type: none"> <li>● Personality troubles : . Notion . Types:</li> </ul> <p>*Character troubles</p> <p>*Behavioral troubles</p> <ul style="list-style-type: none"> <li>- Neurosis</li> <li>- Psychoses</li> </ul> <ul style="list-style-type: none"> <li>● Common troubles with in the students</li> <li>- Emotionally disturbed children</li> <li>- Neurotic and psychotic children</li> </ul>	<ul style="list-style-type: none"> <li>- Testimonies/evidence observed in everyday life.</li> <li>- To exploit a film</li> </ul>

Specific Objectives	Content	Teaching/Learning Activities
<ul style="list-style-type: none"> <li>• To define traumatism.</li> <li>• Identify the signs of traumatism.</li> <li>• To determine the causes of traumatism.</li> </ul> <p>-To propose and adopt favorable attitude for traumatized persons.</p> <p>*To bring out pertinent pedagogical implications as what regards the chapter: "Study of a personality"</p>	<p>Traumatism:</p> <ul style="list-style-type: none"> <li>-Definitions</li> <li>-Signs of trauma</li> <li>-Causes of trauma</li> <li>-Attitudes towards traumatized people.</li> </ul> <p>Pedagogical implications related to the study of the personality.</p>	<ul style="list-style-type: none"> <li>- Documentary research</li> <li>- To testify on observed cases</li> <li>- Role play on the taking up and adopting favorable attitudes for the traumatized persons.</li> </ul> <p>Study of frequent cases in the school environment followed by discussions/debates regarding relevant solutions to be taken.</p>

#### **IV. METHODOLOGICAL NOTES**

It is from the 4<sup>th</sup> year that the teacher students get in contact with educational professional lessons and of educational psychology. That is why an emphasis will be put on learning and not on teaching, that means that a lot of diversified work that will be done individually or in groups will lead the teacher students to master progressively the knowledge, the know how and know how to be that is provided for in this curriculum.

One will start from the acquired knowledge and from the lived experience by the teacher student during the previous years and which would lead them to new knowledge/skills and new experiences. The teacher, student apart from that is all the time lead to evaluating, and eventually redresses the practicing of his/her educational action.

In addition to that, it will be necessary that he/she knows how to analyze the dynamics that makes a class group lively so as to make all pedagogical interventions efficient on the group.

So as to insure a coherent professional training, a close and regular collaboration between all the teachers of education is indispensable.

#### **V. EVALUATION APPROACH**

The teacher at any moment should be able to situate, each of the students in relation to lesson being taught.

Two types of evaluation are suggested below:

- **The formative evaluation:** this will be done as one goes along in the teaching-learning process. This should reflect a character at the same time continuous and diagnostic. Besides, this evaluation will take into consideration the ability of each student of collecting information, in the group work discussions as well as their imprecations in observations and investigations/surveys.
- **Sommative evaluation:** this will be done at the end of each chapter, at the term end or at the end of the year, and marks will be given to each learner taking into consideration their performances.

#### **VI. SPECIAL FACTORS**

So as to carry out this curriculum, each educational section should have at its disposal an application primary school nearest possible.

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## **SECOND PART: CURRICULUM FOR SCHOOL MANAGEMENT.**

### **Section: TTC /ENP**

#### **I. Introduction**

The school management requires complementary competences to those of teaching and constitute a distinct profession. In the Rwandan education system, where a headmaster of a school is in the first instance a teacher, the initial training and continuous have also to promote the quality of school management. It is in that context that a course on school management has to be taught in teacher training colleges, so as to give the basic notions to the future teachers and complementary competences to the teachers which will give them the skills to manage a school complex.

#### **II. General Orientations**

The school management is a technical lesson which:

- Prepares the teacher to be to get into the responsibilities respecting the laws and regulations of the education system that are being used.
- Allows him/her to do his/her obligations in all equity and with a critical spirit.
- Allows him/her to assume fully his/her responsibilities
- Will him/her to give priority to the decision taking.

#### **III. General Objectives**

- To manage a school respecting its official status and responsibility including a precise definition of those responsibilities;
- To create good working conditions that favour a certain stability in that function ;
- To manage quality initial and continuous training;
- To manage a formative evaluation process.

#### IV. DETAILED CURRICULUM

##### CHAPTER I: PEDAGOGICAL MANAGEMENT

**Teaching Aids:** The copies of organic law, and internal regulations of the school, Registers and follow up cards.

**Duration:** 12 periods

Specific Objectives	Content	Teaching/Learning Activities
<p>To explain the legal framework, the main orientations of our education system.</p> <p>- To spread the subjects on the whole year            - To keep to date the class register            - To organise the school time table            - To fill in correctly the students' register and their follow up cards</p>	<p><b>I.1 Legal and institutional framework of the primary schools</b></p> <ul style="list-style-type: none"> <li>- Primary leaving student's profile in Rwanda</li> <li>- Primary education structures</li> <li>- Subjects to be taught in primary education</li> <li>- The curriculum</li> <li>- The languages in which to teach in primary school</li> <li>- The school time table grid</li> <li>- The school calendar</li> </ul> <p><b>I.2 Organisational aspects</b></p> <ul style="list-style-type: none"> <li>- Criteria for the students' repartition in classes</li> <li>- Subjects repartition</li> <li>- Keeping the class register</li> <li>- Students 'register</li> <li>- Follow up cards</li> </ul>	<ul style="list-style-type: none"> <li>• Reading and comments on the current organic law on the organisation and the running of nursery, primary and secondary schools.</li> <li>• Exploiting the class register and the teachers' subjects distribution</li> <li>• Exercise: to fill the register and the students' follow up cards</li> </ul>



Specific Objectives	Content	Teaching /Learning Activities
<p>- To prepare a continuous training project</p> <p>- To explain and analyse the importance of a continuous training.</p> <p>-To explain the fundamental principles of continuous training.</p> <p>-To organise training workshops, applying different training methods</p> <p>-To evaluate training sessions</p> <p>-To elaborate the continuous training report.</p>	<p><b>1.3. Training and development of the teaching staff</b></p> <p>1.3.1. Continuous training</p> <ul style="list-style-type: none"> <li>• The importance of a continuous training of the teaching staff</li> <li>• The objectives of a continuous training</li> <li>• Programming activities of the continuous training</li> <li>• Fundamental principles of a continuous training of the teaching staff</li> </ul> <p>1.3.2. Some principles in organising the training activities</p> <p>1.3.3. Some examples of training methods</p> <ul style="list-style-type: none"> <li>- A short information session</li> <li>- Experts’ testimony</li> <li>- Brainstorming</li> <li>- Discussions</li> <li>- Groups’ work</li> <li>- Demonstrations</li> <li>- Micro- lessons</li> <li>- Methods based on experiments</li> </ul> <p>1.3.4. Follow up, evaluation of the development of the teaching staff</p> <p>1.3.5. Elaborate the training development report for the teaching staff</p>	<ul style="list-style-type: none"> <li>• Simulation exercise</li> </ul> <p>In a group, planning of sessions exercise for continuous training in a given field.</p>

## CHAPTER 2: ADMINISTRATIVE MANAGEMENT

**Teaching aids:** The organic law, minutes of the meeting, a meeting report

**Duration:** 12 periods

Specific Objectives	Content	Teaching/Learning Activities
<ul style="list-style-type: none"> <li>- To make a list of the main actors of the education system and suggest collaboration means between them.</li>   <li>- To present the different steps to set up administrative organs of schools</li> <li>- To involve students in the management of their school.</li>   <li>- To collaborate with all the school partners</li>   <li>- To respect the students' rights, and let them know their obligations.</li> </ul>	<p><b>II. 1 Principle actors of the education system</b></p> <p><b>II. 1. 1. The schools' personnel</b></p> <ul style="list-style-type: none"> <li>- Status and categories.....</li> <li>- Rights and obligations of the agents</li> <li>- Disciplinary regime</li> </ul> <p><b>II. 1. 2. Schools' administrative organs</b></p> <ul style="list-style-type: none"> <li>- The general assembly</li> <li>- The executive committee of the general assembly</li> <li>- The staff meeting</li> <li>- The parents' committees</li> <li>- The students' committee</li> <li>- The class representative (class monitor)</li> <li>- The education partners</li> </ul> <p><b>II. 2. Students' management</b></p> <ul style="list-style-type: none"> <li>- The students' files</li> <li>- Promotion, doubling</li> <li>- Rights and students' obligations</li> </ul>	<ul style="list-style-type: none"> <li>• Reading the current organic law, making comments</li> </ul>

Specific Objectives	Content	Teaching/Learning Activities
<p>*Present the sources of conflicts</p> <p>*Identify the types of conflicts</p> <ul style="list-style-type: none"> <li>- To prevent all types of conflict at school</li> <li>- Find peaceful solutions to possible conflicts</li> <li>- To organise and conduct a meeting</li> <li>- To present the tools for managing time</li> </ul>	<p><b>II.3. Conflicts resolution frequent at school</b></p> <ul style="list-style-type: none"> <li>- “Gender” problems</li> <li>- Prevention techniques and those of conflict resolution</li> </ul> <p><b>II. 4. Conducting a meeting</b></p> <ul style="list-style-type: none"> <li>- The important moments of a meeting</li> <li>- Some recommendations for conducting a meeting</li> </ul> <p><b>II. 5. Managing a time table</b></p> <ul style="list-style-type: none"> <li>- Keeping minutes of activities</li> <li>- Tools for managing the time table: <ul style="list-style-type: none"> <li>- School calendar</li> <li>- Lessons time table</li> <li>- Meetings’ calendar</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>- Surveys in primary schools on : <ul style="list-style-type: none"> <li>the different types of conflicts</li> <li>the sources of conflicts</li> <li>the means for prevention and resolution of conflicts</li> </ul> </li> <li>- Group discussion</li> <li>- Practical exercises of conducting any meeting</li> <li>- Basing oneself on the real facts, fill the agenda of weekly and monthly activities</li> </ul>

### CHAPTER 3: FINANCIAL MANAGEMENT AND ACCOUNTS

**Teaching Aids:** Invoice books, Receipts Books, Petty cash books, check books, Bank books, and procurator

**Duration:** 8 periods

Specific Objectives	Content	Teaching/Learning Activities
<ul style="list-style-type: none"> <li>-To define a budget</li> <li>-To explain the role of a budget</li> <li>-To identify the different steps of elaborating a budget</li> <li>-To control the execution of a budget</li>   <li>-To define the balance sheet</li> <li>-To do an inventory of properties and debts of an organisation</li>   <li>-To make up a table representing the initial balance sheet of an organisation</li> </ul>	<p><b>III. 1. Elaborating a school budget</b></p> <ul style="list-style-type: none"> <li>-Definition of a budget</li> <li>-Functions of a budget</li> <li>-Steps of elaborating a school’s budget</li> <li>-Controls of executing a budget</li> </ul> <p><b>III.2.Elaborating a balance sheet</b></p> <ul style="list-style-type: none"> <li>-Notion of a balance sheet</li> <li>-Properties and debts of an organisation (the post of liabilities and the post of assets of a school organisation)</li>   <li>-Table representing the initial balance sheet of an organisation</li> </ul>	<ul style="list-style-type: none"> <li>-To carry out a survey in companies and associations, to know how they carry out their budget previsions</li>   <li>-In groups do an exercise of budget prevision</li>   <li>-Visit the bursar’s office: see how they establish a balance sheet</li>   <li>-In a group do an exercise of establishing a balance sheet, using the information given by the teacher</li> </ul>

Specific Objectives	Content	Teaching/Learning Activities
<ul style="list-style-type: none"> <li>-Identify the accounts documents</li> <li>-To the qualities of a good account document</li> <li>-To register the operations in a petty cash book</li> <li>-To explain the role of the use of: a check book, of the payment order, IOUs, and the power of attorney.</li> </ul>	<ul style="list-style-type: none"> <li>-Some accounts documents               <ul style="list-style-type: none"> <li>Bills</li> <li>Receipts</li> <li>Invoices</li> </ul> </li> <li>-To keep the petty cash book, and the bank book</li> <li>-The role of using: a check book, and the powers of attorney</li> </ul>	<p>Visit the bursar's office, have discussions in a group on how to keep the accounts documents</p>
<ul style="list-style-type: none"> <li>-To define a financial report</li> <li>-To present the use of a financial report in a non profit making organization</li> <li>To present the techniques of elaborating a financial report</li> </ul>	<p><b>III.4. Financial Report</b></p> <ul style="list-style-type: none"> <li>-Definition of a financial report</li> <li>-The utility of a financial report in a non profit making organization</li> <li>-The techniques of elaborating a financial report</li> </ul>	<p>Visit the bursar's office: see how one makes a financial report</p> <p>-In group do the exercise on writing out a financial report from the information given by the teacher.</p>

## V. METHODOLOGICAL NOTES

To attain satisfactorily the objectives aimed at, this subject of school management will put a particular emphasis on learning and not on teaching, that means a lot and diversified work done individually or in groups, that will lead the teacher students to master progressively the different skills, know how and how to live that is included in this curriculum.

Besides the teacher student will each time be lead to evaluate and eventually redress his/her teaching action.

To insure a coherent professional training, a regular close collaboration between all the teachers of teacher training is indispensable.

## VI. EVALUATION APPROACH

Two types of evaluation in general methodology are recommended:

- **The formative evaluation:** this will be done as one goes along in the teaching-learning process. This should reflect a character at the same time continuous and diagnostic. Besides, this evaluation will take into consideration the ability of each student of collecting information, in the group work discussions as well as their imprecations in observations and investigations/surveys.
- **Sommative evaluation:** this will be done at the end of each chapter, at the term end or at the end of the year, and marks will be given to each learner taking into consideration their performances.

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