

FOUNDATIONS OF EDUCATION

FOR TTCs

TUTOR'S GUIDE



OPTIONS:

ECLPE, SME, SSE & LE

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FOREWORD

Dear Tutor,

Rwanda Education Board is pleased to present Foundations of Education tutor's guide for Year Three. It was designed based on the Year Three Student Book to serve as a guide to teaching and learning of Foundations of Education subject in TTCs. The Rwandan education philosophy is to ensure that young people at every level of education achieve their full potential in terms of relevant knowledge, skills and appropriate attitudes that prepare them to be well integrated in society and exploit employment opportunities.

In line with efforts to improve the quality of education, the government of Rwanda emphasizes the importance of aligning teaching and learning materials with the syllabus to facilitate the learning process. Many factors influence what student teachers learn, how well they learn and the competences they acquire. Those factors include the relevance of the specific content, the quality of teachers' pedagogical approaches, the assessment strategies, and the instructional materials available. Special attention was paid to the activities that facilitate the learning process in which learners can develop ideas and make new discoveries during concrete activities carried out individually or with peers.

With your help, student teachers will gain professional skills, attitudes and values that are required for every teacher as educator, a guide, an organizer, a facilitator, innovator, and researcher, reflective practitioner who is able to implement the CBC in pre-primary and primary education.

This contrasts with traditional learning theories which view learning mainly as a process of acquiring knowledge from the more knowledgeable who is mostly the teacher. In competence-based curriculum, learning is considered as a process of active building and developing of knowledge and understanding, skills, values and attitudes by the learner, where concepts are mainly introduced by an activity, situation or scenario that helps the learner to construct knowledge, develop skills and acquire positive attitudes and values.

As a Tutor, your role is to:

- Plan your lessons and prepare appropriate teaching materials.
- Organize group discussions for learners considering the importance of social constructivism suggesting that learning occurs more effectively when the learner works collaboratively with more knowledgeable and experienced people.
- Engage learners through active learning methods such as inquiry methods, group discussions, research, investigative activities and group and individual work activities.

- Provide supervised opportunities for learners to develop different competences by giving tasks which enhance critical thinking, problem solving, research, creativity and innovation, communication and cooperation.
- Support and facilitate the learning process by valuing learners' contributions in the class activities.
- Guide learners towards the harmonization of their findings.
- Explain different concepts for clear understanding of the content.
- Encourage individual, peer and group evaluation of the work done in the classroom and use appropriate competence-based assessment approaches and methods.
- Create more learning and assessment activities in supplement of those provided in the student book.

To facilitate you in your teaching activities, the content of this tutor's guide is self-explanatory so that you can easily use it. It is divided into 3 parts:

- **The part 1:** Explains the structure of this book and gives you methodological guidance;
- **The part 2:** Gives a sample lesson plan as reference for your lesson planning process;
- **The part 3:** Provides guidance on teaching for each lesson.

Even though this tutor's guide contains the answers for all activities given in the student- teacher's book, you are requested to work through each question and activity before judging student's findings.

I wish to sincerely appreciate all people who contributed towards the development of this tutor's guide, particularly REB staff who organized the whole process from its inception. Special gratitude goes to the lecturers and teachers, staff from Development Partners who diligently worked for the successful completion of this guide. Any comment or contribution would be welcome for the improvement of this Tutor's guide for the next edition.

Dr. NDAYAMBAJE Irénée

Director General of Rwanda Education Board

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Joan MURUNGI,

Head of Curriculum, Teaching and Learning Resources Department

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PART I: GENERAL INTRODUCTION

1.0 About the Tutor's guide

This book is a tutor's guide for "*Foundation of Education, Year Three in TTC*". It is designed to accompany Year Three student's book and intends to help tutors in the implementation of the revised TTC curriculum.

As the name says, it is a guide that tutors can refer to, **when preparing their lessons**. Tutors may prefer to adopt the guidance provided but they are also expected to be more creative and consider their specific classes' contexts and prepare accordingly.

1.1 The structure of the guide

This section presents the overall structure, the unit and sub-heading structure to help teachers to understand the different sections of this guide and what they will find in each section.

Overall structure

The whole guide has three main parts as follows:

- **Part I: General Introduction**

This part provides general guidance on how to develop the generic competences, how to integrate cross cutting issues, how to cater for learners with special educational needs, active methods and techniques of teaching Foundations of Education and guidance on assessment.

- **Part II: Sample lesson plan**

This part provides a sample lesson plan, developed and designed to help the teacher develop their own lesson plans.

- **Part III: Unit development**

This is the core part of the guide. Each unit is developed following the structure below. The guide ends with references.

Structure of a unit

Each unit is made of the following sections:

- **Unit title**
- **Key unit competence**
- **Prerequisites**

This section indicates knowledge, skills and attitudes required for the success of the unit. The competence-based approach calls for connections between units/topics within a subject and interconnections between different subjects. The tutor will find an indication of those prerequisites and guidance on how to establish connections.

- **Cross-cutting issues to be addressed**

This section suggests cross cutting issues that can be integrated depending on the unit content. It provides guidance on how to come up with the integration of the issue. Note that the issue indicated is a suggestion; tutors are free to take another cross-cutting issue taking into consideration the learning environment.

- **Guidance on the introductory activity**

Each unit starts with an introductory activity in the learner's book. This section of the tutor's guide provides guidance on how to conduct this activity and related answers. Note that learners may not be able to find the right solution, but they are invited to predict possible solutions or answers. Solutions are provided by learners gradually through discovery activities organized at the beginning of lessons or during the lesson.

- **List of lessons/sub-heading**

This section presents in a table suggestion on the list of lessons, lesson objectives copied or adapted from the syllabus and duration for each lesson. Each lesson is then developed.

- **End of each unit**

At the end of each unit the teacher's guide provides the following sections:

- Summary of the unit which provides the key points of content developed in the student's book.
- Additional information which provides additional content compared to the student's book for the tutor to have a deeper understanding of the topic.
- End unit assessment which provides the answers to questions of end unit assessment in the textbook.
- Additional activities: remedial, consolidation and extended activities). The purpose of these activities is to accommodate each learner (slow, average and gifted) based on End unit assessment results.

Structure of a lesson

Each lesson is made of the following sections:

a) Lesson title**b) Learning objective****c) Teaching resources**

This section suggests the teaching aids or other resources needed in line with the activities to achieve the learning objectives. Tutors are encouraged to replace the suggested teaching aids by the available ones in their respective schools and based on learning environment.

d) Prerequisites/Revision/Introduction

This section gives a clear guidance to the tutor on how to start the lesson.

e) Learning activities

This section provides a short description of the methodology and any important aspect to consider. It provides also answers to learning activities with cross reference to text book.

f) Application activities

This provides questions and answers for application activities.

1.2. Methodological guidance**1.2.1. Developing competences**

To sustain achievements in its Education, Rwanda introduced the General Education Competence-Based Curriculum (CBC). This Competence Based Curriculum was launched in April 2015 and implemented since 2016. It has been designed to be responsive to the needs of learners, society and the labour market. With a holistic learner-centred approach, it demands major changes in teaching methodology and the use of a wider range of assessment techniques focusing more on formative or on-going continuous assessment. This has implications for teacher education and the necessary provision of support and guidance provided to Colleges to ensure effective implementation.

The teacher is the most important player in improving the quality of education and a key factor in determining the success of the pre-primary and primary learners. It is therefore necessary to equip student teachers with competences that will enable them to effectively implement the Competence-Based Curriculum in pre-primary and primary school.

How to develop competences

Competences are acquired over time through the cumulative effect of a competence approach to learning. It should be noted that competences are rarely developed in isolation. They are interconnected and developed simultaneously.

Active involvement in learning is critical to the success of the competence-based curriculum. Student teachers need to be engaged in challenging, practical, contextualized and complex learning situations through which application of learning is constantly developed. Through active techniques students are required to think critically, carry out research, solve problems, be creative and innovative, communicate and co-operate.

These active techniques may include but not limited to the following: role play, group work, question and answers, field visits, project work, case study, brainstorming, discussions, research work, games and many others. Student teachers should be involved in balanced activities so that the competences are developed in the cognitive, psychomotor and affective domains.

In addition to specific subject competences, learners also develop generic competences which are transferable throughout a range of situations. Below are examples of how generic competences can be developed in Foundations of Education.

- **Critical thinking**

These are activities that require students to think critically about subject content. Groups can be organized to work in different ways e.g. taking turns, listening, making decisions, allocating tasks or disagreeing constructively.

- Collect data locally through designing surveys, questionnaires, interview formats then analyse data, draw conclusions and present findings.
 - Observe, record, interpret – e.g. Mark out areas in the school and get different groups to record insect, animal, bird life and then to try to explain why different habitats have different species experiment.
 - Research and discuss
 - Compare and contrast exercises
 - Debate (see communication)
 - Identify a problem and design a methodology to collect the information needed to solve the problem.
 - Make teaching using locally available materials.
 - Using reasoning games and tests.
- #### - **Research and problem solving**
- Use the internet or library
 - Create a school library
 - Collect data through observation and recording
 - Collect data through surveys, questionnaires and different kinds of interviews
 - Develop sampling rules for data collection

- Create a teaching aid to explain a concept
- **Creativity and innovation**
 - Design a poster
 - Write and design a booklet
 - Make a model
 - Create an experiment to prove a point
 - Invent new ways of doing traditional things
 - Develop a graph to illustrate information
 - Create a flow chart to show the main stages in a process
 - Design a data collection survey/questionnaire
 - Identify a problem which requires data collection to solve
 - Conduct experiments with objectives, methodology, observations, results, conclusions
 - Make hypotheses and identify ways to test them
 - Identify local problems and devise ways to resolve them
 - Create a teaching aid to explain a concept
- **Communication skills**
 - Describe an event or situation
 - Present ideas - verbally, in writing, graphically, digitally
 - Set out pros and cons
 - Argue a case – verbally, in writing, graphically (compare and contrast), digitally
 - Observe, record, interpret
 - Write letters for different purposes.
- **Cooperation, personal and interpersonal management and life skills**
 - Pair work
 - Small group work
 - Large group work
 - Data collection from the community
 - Collect community photographs and interview residents to make a class/ school history of the local community

Note: The tutors' Guide should improve support in the organisation and management of groups.

- **Lifelong learning**
 - Take initiative to update knowledge and skills with minimum external support.

- Cope with the evolution of knowledge and technology advances for personal fulfilment.
- Seek out acquaintances more knowledgeable in areas that need personal improvement and development.
- Exploit all opportunities available to improve on knowledge and skills.

1.2.2 Addressing cross cutting issues

Among the changes in the Competence Based Curriculum is the integration of cross cutting issues as an integral part of the teaching learning process - as they relate to and must be considered within all subjects to be appropriately addressed. Some cross cutting issues may seem specific to a particular unit but the tutor needs to address all of them whenever an opportunity arises. In addition, student-teachers should always be given an opportunity during the learning process to address these cross cutting issues both within and out of the classroom.

1.2.3. Attention to Special Educational Needs

When we think about inclusive education, often we just think about getting children *into school*, i.e. making sure they are physically present in school. However, we also need to ensure that children are *participating* in lessons and school life and that they are *achieving* academically and socially as a result of coming to school. So, we need to think about presence, participation and achievement.

Some people may think that it is difficult to address the needs of a diverse range of children. However, by working as a team within your school, with support from families and local communities, and by making small changes to your teaching methods, you will be able to meet the needs of all children – including those with disabilities. The student-teachers should be prepared to address special educational needs by copying the best practices from their tutors. Hereafter are some guidance that tutors can apply while addressing special educational needs:

Tutors need to:

- Remember that student-teachers learn in different ways so they have to offer a variety of activities (e.g. role-play, music and singing, word games and quizzes, and outdoor activities).
- Always demonstrate the objective of the activity; show student-teachers what they expect them to do.
- Vary their pace of teaching to meet the needs of each Student-Teacher. Some Student-Teachers process information and learn more slowly than

others.

- Use clear consistent language – explain the meaning (and demonstrate or show pictures) if you introduce new words or concepts.
- Make full use of facial expressions, gestures and body language.
- Pair a Student-Teacher who has a disability with a friend. Let them do things together and learn from each other. Make sure the friend is not over protective and does not do everything for the Student-Teacher. Both Student-Teachers will benefit from this strategy.
- Have a multi-sensory approach to your activities.

Below are strategies related to each main category of disabilities and how to deal with every situation that may arise in the classroom. However, the list is not exhaustive because each Student-Teacher is unique with different needs that should be handled differently.

Strategies to help Student-Teachers with physical disabilities or mobility difficulties

- Adapt activities so that Student-Teachers who have difficulty moving, can participate.
- Provide adapted furniture to assist– e.g. the height of a table may need to be changed to make it easier for a student teacher to reach it or fit their legs.
- Encourage peer support – friends can help friends.

Strategies to help Student-Teachers with hearing disabilities or communication difficulties

- Always get the Student-Teacher's attention before you begin to speak.
- Encourage the Student-Teacher to look at your face.
- Use gestures, body language and facial expressions.
- Use pictures and objects as much as possible.
- Keep background noise to a minimum.

Strategies to help Student-Teachers with visual disabilities

- Help Student-Teachers to use their other senses to play and carry out activities that will promote their learning and development.
- Use simple, clear and consistent language.
- Use tactile objects to help explain a concept.
- Make sure the Student-Teacher has a group of friends who are helpful.

Adaptation of assessment strategies

Each unit in the Tutors' guide provides additional activities to help Student-

Teachers achieve the key unit competence.

Results from assessment inform the tutors which Student-Teacher needs remedial, consolidation or extension activities. These activities are designed to cater for the needs of all categories of Student-Teachers; slow, average and gifted Student-Teachers respectively.

1.2.4. Guidance on assessment

Assessment is an integral part of teaching and learning process. The main purpose of assessment is for improvement. Assessment for learning/**Continuous/ formative assessment** intends to improve Student-Teachers' learning and tutor's teaching whereas assessment of learning/summative assessment intends to improve the entire school's performance and education system in general.

Continuous/ formative assessment

It is an ongoing process that arises out of interaction during teaching and learning between. It includes lesson evaluation and end of sub unit assessment. This formative assessment should play a big role in teaching and learning process. The tutor should encourage individual, peer and group evaluation of the work done in the classroom and uses appropriate competence-based assessment approaches and methods. The practical teaching skills will be assessed during regular activities such as micro-teaching, weekly teaching practices and school attachment.

Summative assessment

The assessment can serve as summative and formative depending to its purpose. The end unit assessment will be considered summative when it is done at the end of unit.

It will be formative assessment, when it is done in order to give information on the progress of students and from there decide what adjustments need to be done. The assessment done at the end of the term or end of year is considered as summative assessment so that the tutor, Colleges and parents are informed of the achievement of educational objectives and think of improvement strategies where applicable. There is also end of level/ cycle assessment in form of national examinations.

1.2.5. Students' learning styles and teaching and learning strategies

There are different teaching styles and techniques that should be catered for. The selection of teaching method should be done with the greatest care and

some of the factors to be considered that are: the uniqueness of subjects; the type of lessons; the particular learning objectives to be achieved; the allocated time to achieve the objective; available instructional materials; the physical/sitting arrangement of the classroom, individual students' needs, abilities and learning styles. There are different learning styles depending on learners. The tutor should use a wide range of techniques and tools to cater for different specificity of learners.

1.2.6. Teaching methods and techniques that promote active learning

The different student learning styles mentioned above can be catered for, if the tutors use active learning whereby Student-Teachers are really engaged in the learning process.

What is active learning?

Active learning is a pedagogical approach that engages students in doing things and thinking about the things they are doing. In active learning, learners are encouraged to bring their own experience and knowledge into the learning process.

The role of the tutor in active learning

- The tutor engages Student-Teacher through active learning methods such as inquiry methods, group discussions, research, investigative activities and group or individual work activities.
- He/she encourages individual, peer and group evaluation of the work done in the classroom and uses appropriate competence-based assessment approaches and methods.
- He provides supervised opportunities for learners to develop different competences by giving tasks which enhance critical thinking, problem solving, research, creativity and innovation, communication and cooperation.
- Tutor supports and facilitates the learning process by valuing Student-Teachers' contributions in the class activities.

The role of Student-Teachers in active learning

Student-Teachers are key in the active learning process. They are not empty vessels to fill but people with ideas, capacity and skills to build on for effective learning. A Student-Teacher engaged in active learning:

- Communicates and shares relevant information with other learners through presentations, discussions, group work and other learner-centred activities (role play, case studies, project work, research and investigation).

- Actively participates and takes responsibility for their own learning.
- Develops knowledge and skills in active ways.
- Carries out research/investigation by consulting print/online documents and resourceful people, and presents their findings.
- Ensures the effective contribution of each group member in assigned tasks through clear explanation and arguments, critical thinking, responsibility and confidence in public speaking
- Draws conclusions based on the findings from the learning activities.

Main steps for a lesson in active learning approach

All the principles and characteristics of the active learning process highlighted above are reflected in steps of a lesson as displayed below. Generally, the lesson is divided into three main parts whereby each one is divided into smaller steps to make sure that learners are involved in the learning process. Below are those main part and their small steps:

1. Introduction

Introduction is a part where the tutor makes connection between the current and previous lesson through appropriate technique. The tutor opens short discussions to encourage Student-Teachers to think about the previous learning experience and connect it with the current instructional objective. The tutor reviews the prior knowledge, skills and attitudes which have a link with the new concepts to create good foundation and logical sequencings.

2. Development of the new lesson

The development of a lesson that introduces a new concept will go through the following small steps: discovery activities, presentation of learners' findings, exploitation, synthesis/summary and exercises/application activities, explained below:

Discovery activity

Step 1

- The teacher discusses convincingly with students to take responsibility of their learning.
- He/she distributes the task/activity and gives instructions related to the tasks (working in groups, pairs, or individual to instigate collaborative learning, to discover knowledge to be learned).

Step 2

- The teacher let the students work individually or collaboratively on the task.

- During this period the teacher refrains to intervene directly on the knowledge.
- He/she then monitors how the students are progressing towards the knowledge to be learned and boost those who are still behind (but without communicating to them the knowledge).

Presentation of learners' productions

- In this episode, the teacher invites representatives of groups (if the work was done in groups) to presents the students' productions/findings.
- After three/four or an acceptable number of presentations, the teacher decides to engage the class into exploitation of the students' productions.

Exploitation of learner's productions

- The teacher asks the students to **evaluate the productions**: which ones are correct, incomplete or false.
- Then the teacher **judges the logic of the students' products, corrects** those which are false, **completes** those which are incomplete, and confirms those which are correct.

Summary/conclusion/ and examples

- The **teacher summarises** the **learned knowledge** and gives examples which illustrate the learned content.

Exercises/Application activities

- Exercises of applying processes and products/objects related to learned unit/sub-unit
- Exercises in real life contexts.
- Teacher guides learners to make the connection of what they learnt to real life situations. At this level, the role of teacher is to monitor the fixation of process and product/object being learned.

3. Assessment

In this step the tutor asks some questions to assess achievement of instructional objective. During assessment activity, Student-Teachers work individually on the task/activity. The tutor avoids intervening directly. In fact, results from this assessment inform the tutors on next steps for the whole class and individuals. In some cases, the tutors can end with a homework assignment.

PART II: SAMPLE LESSON PLAN

School Name: TTC

Tutor's Name: XXXXXX

Term	Date:	Subject	Class	Unit No	Lesson Number	Duration	Class size
Two	.../.../...	FOE	Year three SME, LE, SSE and ECLPE	3	1	40 min	40
Types of special Educational needs to be catered for in this lesson and number of learners in each category				One student teacher with hearing impairment. The student teacher with hearing impairment will sit in front.			
Unit title		Community and parental involvement					
Key Unit Competence		Mobilize and sensitize parents and community members to effectively play their role in education.					
Title of the lesson		Importance of parental involvement in education.					
Instructional Objective		Given questions on a manila paper, Student-teachers will be able to explain the importance of parental involvement in education correctly in 10 minutes.					
Plan for this lesson (Location)		In classroom					
Learning materials		Charts, manila paper, stories, flash cards (short papers), videos, scenarios					
References		FOE year three Students' book and Tutor's guide of year three Foundations of education.					

Timing for each step	Brief description of teaching and learning activities		Generic competences and cross-cutting to be addressed + short explanation
	Tutor's activities	Student teachers' activities	
<p>1. Introduction 5minutes</p>	<ul style="list-style-type: none"> - Greet student-teachers. - Check attendance - Check the proper sitting arrangement more specially the student teacher with hearing impairment. - Ask students' question about their experience about how their parents help them to learn. - Move around and monitor pair-share. 	<ul style="list-style-type: none"> - Greet the tutor - Inform the tutor how many students are absent and why. - Individual student thinks and writes the ideas about how he/she is helped by the parents. - Share the ideas in pair. Example: parents provides school materials, school fees and attend school meeting. 	<p>Communication: will be addressed through answering questions orally.</p> <p>Critical thinking: while brainstorming, they will be developing critical thinking.</p>
<p>2.Lesson Development a) Discovery activity</p>	<ul style="list-style-type: none"> - Communicate and write the title of the lesson. - Form small groups and distribute a printed copy of scenario in each group. 	<ul style="list-style-type: none"> - Read the title of the lesson. - Join groups, together both girls and boys. 	<p>Communication: will be developed through listening from each other.</p> <p>Inclusive education: will be addressed when tutor caters for the student with hearing impairment.</p>

	<ul style="list-style-type: none"> - Invite the student teachers to read the scenario in the activity 3.1.1. - Move around the groups and help them to find correct answers. - Ask student-teachers to base on their answers and list down importance of involving parents in education 	<ul style="list-style-type: none"> - Read and discuss the content of the scenario. - Answer questions related to the scenario. (Description of how Mutoni's academic performance and behaviour is influenced by her parents.) - Use markers and manila paper to list down the importance of parental involvement in education. 	<p>Gender education: will be addressed when tutor engages both boys and girls in answering the questions.</p> <p>Cooperation: this will be addressed through working in group.</p>
<p>b) Presentation and exploitation of learner's productions</p>	<ul style="list-style-type: none"> - Invite groups to present their views. - Make comment on their answers where necessary. - Engage the whole class in evaluation of ideas in different presentations. - Make required corrections 	<ul style="list-style-type: none"> - One group representative presents their views. - Listen actively to the comment from tutor and ask questions where necessary - Display the manila paper on the classroom wall after every presentation. - Take their books gather around their displayed manila paper.. 	<p>Communication: will be developed through learning new vocabularies, pronunciation and listening from one another.</p> <p>Critical thinking through appreciation/ evaluation of peers' ideas views</p>

		<ul style="list-style-type: none"> – Match their views with the importance of parental involvement as written in the student-teachers' book page. (...) – Appreciate peer's ideas views 	
c) Summary/ conclusion application activity	<p>Ask question the student to make summary of the lesson.</p> <ul style="list-style-type: none"> – Ask individual student teacher to write a poem of one stanza and 4 verses. – Encourage them to read the poem and identify ideas within the poem that talk about importance of parents in education. 	<ul style="list-style-type: none"> – Answer to the questions orally and make summary of the lesson. – Compose a poem of 4 verses appreciating role of parent, teacher in one's education from early years.. – Share the poem with the pair. – Discuss the ideas that are in the poem in relation with importance of parents in education. 	<p>Critical thinking Developed when student teachers will make summary of what they have learn.</p> <p>Communication will be developed through composition of poem</p>
3. Assessment +5 minutes	<ul style="list-style-type: none"> – Have a question on manila paper and invite the students to answer it. – Question: Briefly explain the benefits of parental involvement in education. (one paragraph) 	<ul style="list-style-type: none"> – On a sheet of paper individual student teacher answers the question. – Example of an answer: The involvement of parents in learning helps to improve student performance, 	<p>Decision making: Developed when taking decision on what should be in summary and conclusion.</p> <p>Critical thinking: this will be developed while answering the question.</p>

		reduce absenteeism and restore parents' confidence in their children's education.	
Teacher's self-evaluation	This lesson has been delivered well as the student teachers were motivated and actively involved in learning the importance of parental involvement in education. However, the teaching and learning aids should be improved for next time according to the size of the class.		

PART III: UNIT DEVELOPMENT

UNIT 1

CREATION AND MANAGEMENT OF ECD CENTRES AND PRE-PRIMARY SCHOOLS (ALL OPTIONS)

1.1. Key unit competence:

Apply management skills for effective functioning of ECD centre and a pre-primary school.

1.2. Prerequisite

The students have studied the historical background/evolution, pioneers and the importance of ECD/E in Pre-primary TMP year one ECLPE which will facilitate them to learn the types/forms of ECD centres and pre-primary schools.

The understanding of various education laws and policies learnt in Foundations of Education year two unit 14 will enable student teachers to learn the norms and standards of ECD/E centre and pre-primary school.

At school, student teachers are in different clubs and associations and some of them are members of administrative committees of these clubs and associations, the experience they gain will enable them to understand the structure and roles of ECD management committee.

Having knowledge on education system in Rwanda (foundations of Education year one), will enable student teachers to understand the steps of ECD/E centre and primary school licensing

The skills that student teachers acquired in the topic "Learning areas" especially in the area (health **and physical development**) from Pre-primary TMP year one ECLPE and the experience from their families about how mother care of babies will enable them to learn Childcare services.

The competences student teachers developed in Business organization and management from entrepreneurship subject year one will ease the learning of types of resource management in ECD/E centre or primary schools.

1.3. Cross-cutting issues to be addressed

Gender: The tutor should bear in mind that all students (girls and boys) have equal opportunities and rights to study. When forming group activities, assigning tasks and responsibilities, asking questions, and giving feedback tutor should include both girls and boys.

Financial education: Tutor and students should know that resources and materials used in teaching and learning activities must not be mismanaged. This issue will also be addressed when studying techniques of managing different resources especially financial resources in ECD centre or a pre-primary school. Students will learn to make budgets for resources and materials and manage them well. They will put in mind that misusing materials is wasting money.

Inclusive education: To make teaching and learning process inclusive, the tutor must understand individual differences and consider them when organizing and setting teaching and learning activities. Tutor will use teaching approaches, methods and techniques that cater for students' diversities and encourage them to maximize their full potential in classroom.

Peace and value education: Through teaching and learning, the culture of peace and values should be promoted. In group, students learn to share resources and ideas with respect. They also learn to solve their problems in peaceful manner.

Environmental sustainability: This issue will be addressed when learning the steps of getting license to establish ECD centre or pre-primary school. They will know that while constructing a school the environment should be preserved.

1.4. Guidance on introductory activity

- Form groups of 3 or 4 students
- Invite students to read the scenario from student book, share ideas and then answer related questions
- Guide the students' discussions
- Ask students to present their findings
- Supplement students' presentations and link students' answers on the new lesson

Possible answers

1. To increase the number of schools, the Government should create/build new ones and sensitize private sector to invest in education by establishing private schools especially pre-primary ones.

2. The categories of the schools that are needed are primary schools, universities and most particularly in pre-primary schools because public pre-primary schools are very few nationwide and the budget that is allocated to them is still low.
3. The schools needed should be characterized by the following:
 - Good leadership and management
 - Enough and clean buildings
 - Adequate resources and materials
 - Affordable and reachable
 - Good climatic conditions
 - Hygienic and sanitary practices
 - Adequate and competent teachers...

1.5. List of lessons/sub-heading

	Lesson title	Learning objectives	Number of periods
1	Types (forms) of ECD/E centres and pre-primary schools in Rwanda	Differentiate the types of ECD centres and pre-primary schools	3
2	Norms and standards of ECD Centres and pre-primary schools according to Rwandan law and policy	Describe the indicators of a standard ECD/E and pre-primary school according to Rwandan law and policy.	4
3	EDC centre and pre-primary school management committee structure	Describe the role of ECD centre and pre-primary school management committee structure	1
4	Steps of ECD Centre and pre-primary school licensing	Explain different steps of ECD centre and pre-primary school licensing	1
5	Childcare (Early Childhood Development) services	Promote childcare (ECD) services in the ECD centre and pre-primary school	2
6	Types of resource management in ECD centre and pre-primary schools	Suggest the techniques and strategies that can help to manage different resources in ECD centre and pre-primary school.	3
	End unit assessment		1

Lesson 1: Types (forms) of ECD centres and pre-primary schools

a) Learning objective

Differentiate the types of ECD centres and pre-primary schools.

b) Teaching resources

Flip chart, chalkboard, markers, pens, pictures, drawings, maps, field trips

c) Prerequisites/Revision/Introduction (guidance on how to start the lesson)

Student teachers are familiar with ECD centres and pre-primary schools. In their villages there are ECD centres and pre-primary schools and even some have studied pre-primary. Again, they have studied the historical background/ evolution, pioneers and the importance of ECD in Pre-primary TMP year one ECLPE. Bring student teachers outside to visit various ECD centres and pre-primary schools. The information from these situations will facilitate them to learn the types/forms of ECD centres.

d) Learning activities

Activity 1.1

- Invite student teachers to read individually the question in the student book and work in pairs to share with the classmates.
- Have some pairs make presentations
- Provide constructive feedback in terms of supplements

Possible answers

Children can develop skills from mainly two settings such as family and school.

At home, children learn language skills especially listening and speaking, life skills like feeding themselves, buttoning and unbuttoning, washing hands, communication skills, greetings, behaviour, discipline...these skills are improved when children go to school.

At school, children develop language skills (listening, speaking, writing and reading), numeracy skills like counting, pattern making..., social skills such as cooperation, sharing, turn taking...fine motor skills through clay modelling, scribbling,

Link the students' answers with the new lesson.

e) Application activities 1.1

- Invite students to read, discuss in pairs the application activities in student book
- Have some pairs to present their findings
- Ask other pairs to supplement
- Give constructive feedback

Possible answers

1. In Kinyarwanda, it is said that “igiti kigororwa kikiri gito” These parents should know that it is very important to send young children in ECD centres and pre-primary schools because of various reasons:
 - Education is children’s right, therefore ECD centres and pre-primary schools are appropriate to their ages (ECD centres and pre-primary ensure the children’s rights are observed)
 - In ECD centre and pre-primary school, young children acquire literacy and numeracy skills that will facilitate learning in primary
 - In ECD centres and pre-primary schools, children have opportunities to interact with various
 - toys and materials (when interacting with toys and materials develop many competences)
 - In ECD centre and pre-primary schools, children interact with one another, hence developing social skills
 - ECD centres and pre-primary schools encourage children to explore and manipulate environment
 - Etc
2. Crèche is a care and education centre catering for children below 3 years. It provides child care services like caring for children whose mothers are working by providing balanced diet for children, play opportunities for early stimulation while nursery school (pre-primary school) is for children from the ages of three to six years. The pre-primary programme intends to prepare children to easily follow primary schools.

Lesson 2: Norms and standards of ECD Centres and pre-primary schools according to Rwandan law/policy

a) Learning objective

Describe the indicators of a standard ECD and pre-primary school according to Rwandan law and policy.

b) Teaching resources

Flip chart, chalkboard, markers, pens, pictures, drawings, maps, field trips

c) Prerequisites/revision/introduction

Student teachers have learnt various education laws and policies in Foundations of Education year two unit 14. In previously learnt subunit in this unit" types of ECD centres and pre-primary schools" they made field trips to observe ECD centres and pre-primary schools. The competences gained will enable to learn the norms and standards of ECD centre and pre-primary school.

d) Learning activities

Activity 1.2

- Put students in groups ask them to read the scenario in student book.
- Guide student's discussions towards the standards of ECD centre of a pre-primary school.
- Invite students to share their findings in plenary.

Possible answers

The aspects they observe in the school may include:

- Hygiene and sanitation (cleanliness) in the school
- Teaching and learning activities (lesson delivery, planning, assessment...)
- Staff meeting reports
- Adequacy of resources like computers
- Feeding program
- Infrastructures/buildings and furniture
- Dormitories, dining rooms, kitchens
- Toilets and latrines
- Population per class and sitting arrangement
- Pedagogical documents...

Continue the lesson by describing the standards of ECD centre and pre-primary school.

e) Application activity 1.2

- Distribute small sheets of paper on which it is written a scenario;
- Split students into groups of 4 or 5;
- Invite students to share ideas in groups;
- Ask each group to present findings in plenary;
- Provide supplements.

Possible answers

The reasons that led the inspectors to close that school may include the following:

- Inadequate classrooms
- Insecurity in the school
- Poor school management
- Shortage of toilets and latrines
- Inappropriate location of the school
- Lack playgrounds
- Shortage of resources and materials
- Lack of qualified teaching staff
- Conflicts among school staff
- shortage of play equipment
- No sleeping rooms
- No furniture (children sit on trees)

This school should close its doors because it does not fulfil the requirements which make teaching and learning activities possible. It seems that the owner of this school run without licence because in the process of getting authorization, education officials provide information about the standards of a pre-primary school in Rwanda.

Lesson 3: ECD centre and pre-primary school management committee structure

a) Learning objective

Describe the role of ECD centre and pre-primary school management committee structure.

b) Teaching resources

Diagram, Flip chart, chalkboard, markers, pens, pictures, drawings, maps, field trips

c) Prerequisites/revision/introduction

At school, student teachers are in different clubs and associations and some of them are members of administrative committees of these clubs and associations, the experience they gain about how those committees are structured and work will enable them to understand the structure and roles of ECD management committee.

d) Learning activities

Activity 1.3

- Have students in small groups
- Ask them to brainstorm on the questions in student book
- Invite students present in plenary
- Provide constructive feedback
- Link the students' ideas to the new lesson

Possible answers

1. Our TTC is led as follow:

- Principal, Deputy Principal in charge of studies, Dean of discipline, Matrons and Patrons, Bursar, Teachers' representative, Heads of departments, Teachers, Dean of students, supervisors, class monitors and students...

2. We have different committees in our TTC such us:

- Among teachers there is Teachers' committee, Solidarity fund committee, Committee in charge of sport and leisure, Discipline committee
- Among students there is students' committee, Red cross committee, committee in charge of commemoration and fight against genocide, Anti-drug abuse committee, Anti HIV/AIDS committee, liturgy committee, committee in charge of promoting peace in school, committee of supervisors, committee in charge of cleanliness, Girls ' committee, committee in charge of sick students, Ndi umunyarwanda committee...

e) Application activity 1.3

- Put students in groups of 4 or 5
- Ask students read the scenario and discuss related questions
- Have each group presentation in plenary
- Provide supplements to students' presentations

Possible answers

1. Indicators of parents' involvement in education
 - Visiting children at school
 - Responding to calls from the school in the case of children' behaviour
 - Participating in different school committees
 - Participating in school events
2. The coordinator of all school activities is Head teacher
3. The committee which takes fine decisions of increasing school fees and teachers' salary is School General Assembly (SGA)
4. The benefits of having a school management committee that works effectively are the following:
 - Highest performance
 - Teachers are motivated hence, they are stable
 - Good working environment in the school
 - Resources are well managed
 - Good collaboration among staff and students
 - Team working, hence meeting the objectives of the school
 - Holistic needs of children are met
 - School activities are carried out smoothly

Lesson 4. Steps/procedures of ECD Centre and primary school licensing

a) Learning objective

Explain different steps of ECD centre and pre-primary school licensing.

b) Teaching resources

Diagram, Flip chart, chalkboard, markers, pens, pictures, drawings, maps, field trips

c) Prerequisites/revision/introduction

The knowledge that student teachers acquired on the unit “education system in Rwanda” from Foundations of Education year one, will enable them to understand the steps through which one can get license of establishing ECD centre and pre-primary school.

d) Learning activities

Activity 1.4

- Split students in small groups
- Invite students to read the question in student book
- Ask them to share ideas in their groups
- Invite students to share through presentation
- Provide supplements

Possible answers

Before I establish a private ECD centre or a pre-primary school, I shall do the following:

- Buy a piece of land on which the school will be built (if I do not have it)
- Location (if it is appropriate for learning)
- Have the vision of the school
- Have funds (money for constructing classrooms and other facilities as well as paying teachers)
- Materials that will facilitate teaching and learning activities
- Inform local leaders in charge of education
- Check whether in the area there are enough children to be enrolled in my school
- To check if there are facilities like water and electricity
- Have meetings with parents in the area to make sure they really need an ECD centre or a pre-primary school.
- Etc

Link the students' answers to the new lesson

e) Application activity 1.4

- Put students in small groups
- Invite them to read a case study in students' book
- Guide students' discussions and ideas
- Have group presentations in plenary
- Give constructive feedback

Possible answers

1. Bwenge's school is excellent because while opening the school, Bwenge respected the laws and instructions of establishing a school (the steps of getting license), the school of Bwenge has professional, competent and committed teachers, adequate teaching and learning materials and resources, is well located, teachers are motivated, has enough and appropriate classrooms, adequate and good furniture, inclusive principles are observed, clean toilets and latrines, cleanliness in the school, there is a vision of the school...
2. The school of Mutubuzi closed the doors because he did not follow the steps of getting authorization of opening a private school, no vision of the school, no analysis of the needs of parents in the area, no funds to pay teachers and buy needed materials and resources, no enough children enrolled in the school. Briefly, the pre-school is closed down due to failure to meet the requirements, insecurity caused by war, violent staff demonstration, risky and dangerous physical structures, unhygienic conditions, natural hazards, inadequate teaching and learning as well as poor school management.

Lesson 5: Childcare (Early Childhood Development) services

a) Learning objectives

Promote childcare (ECD) services in the ECD centre and pre-primary school.

b) Teaching resources

Diagram, Flip chart, chalkboard, markers, pens, pictures, drawings, maps, field trips

c) Prerequisites/revision/introduction

The skills that student teachers acquired in the topic "Learning areas" especially in the area (**health and physical development**) from Pre-primary TMP year one ECLPE and the experience from their families about how mothers care of their babies will enable them to learn Childcare (ECD) services.

d) Learning activities

Activity 1.5

- Have student teachers in pairs
- Distribute small sheets on which a case study is written
- Facilitate discussion and sharing ideas
- Have some pairs to present findings
- Supplement students' answers by providing deep explanations
- Provide constructive feedback

Possible answers

To ensure a better development of the child parents do the following:

- Breastfeeding the child at least 2 years
- Naming and registering the child
- Immunize the child at right time
- Feeding the child
- Giving him/her the toys to play
- Bathing the child
- Bringing him/her to the health centre in the case of sickness
- Clothing the child, etc.

Link the answers to the new lesson

e) Application activity 1.5

- Make groups of five
- Invite students to read the case study in the students' book
- Guide students' discussion and sharing of ideas
- Have some groups to present findings
- Provide additional explanations on students' answers and constructive feedback

Possible answers

The services that children benefit from ECD centre and pre-primary schools are the following:

- Children get socialized
- Children develop motor skills (fine and gross)
- Children develop language skills especially oral skills
- Children develop communication skills
- Children develop interpersonal skills
- Children are protected from harms and their rights are observed
- Children develop creative art skills such drawing, modelling, ...
- Children' senses are stimulated/they get readiness skills that will facilitate them succeed in primary school
- Children are exposed to various toys and materials to play with

All these and others lead to better holistic development of the child, hence, a happy life of the child.

Lesson 6: Types of resource management in ECD centre and pre-primary school

a) Learning objectives

Suggest techniques and strategies that can help to manage different resources in ECD centre or a pre-primary school.

b) Teaching resources

Flip chart, chalkboard, markers, pens, pictures, drawings, maps, field trips, and diagram

c) Prerequisites/revision/introduction

Unit 6 "Business organization and management Year 1" in entrepreneurship subject, will serve as prerequisites in this lesson (Resource management in ECD centre or pre-primary schools).

d) Learning activities

Activity 1.6

- Individually, distribute sheets on which a question is written
- Provide guidelines
- Invite some students to share their findings through presentations
- Supplement students' answers with deeper explanations

Possible answers

As a pre-primary teacher, the things I have to manage in my classroom are the following:

- Learners/children
- Materials and resources like textbooks, maps, chalks, ...
- Furniture (tables, chairs, cupboards, shelves...)
- Behaviours of learners (indiscipline prevention)
- Seats in the classroom (sitting arrangement)
- Teaching documents (scheme of work, lesson plans, attendance register...)
- Cleanliness in the classroom
- Teaching and learning activities
- Etc

Link students' answers to the new lesson.

e) Application activity 1.6

- Ask students individually to do the application question 1.6 in the students' book
- Have some students to share answers through presentation
- Provide constructive feedback

Possible answers

- | | |
|----------------------------------|--|
| 1. Physical resource | e. Registering physical resources in the school |
| 2. Human resource | a. Providing ongoing training |
| 3. Social emotional resource | d. Regulating employees' strong emotions |
| 4. Records and register resource | b. Maintaining reports of durable and consumable equipment |
| 5. Financial resource | c. Planning future budgets in advance |

1.6. Summary of the unit

This unit provided explained details on the types of ECD centres and pre-primary schools, the standards of ECD centre and pre-primary school according to the laws of Rwanda and ECD centre and pre-primary primary school management committee structure. It talks also on steps to go through in order to get ECD centre authorization and childcare or ECD services. Finally, the types of resources to be managed in ECD centre and pre-primary school were deeply described.

1.7. Additional information for teachers

The requirements for successful implantation of an ECD centre or pre-primary school project and follow-up:

1. **Planning:** once a project has been initiated, objectives are clear and agreed and options have been evaluated, the project can be planned. Plan for resources needed, who to do different works...
2. **Managing ECD or pre-primary team:** it is the responsibility of the ECD manager to:
 - Identify the skills required for each part of the project
 - Locate appropriate project staff
 - Arrange for training if necessary
 - Keep staff up to date with regard to any changes
 - Look after the morale of the project staff
3. **Managing stakeholders (parents, local leaders, children, teachers...**
 - Key stakeholders can change during the project and existing stakeholders often change their minds about important issues. You will not be able to prevent this but it must be managed.
 - A stakeholder will request something in addition or something from what has already been planned and agreed. The ECD project manager must not automatically agree to everything a key stakeholder wants.
 - It is the role of the project manager to point out to key stakeholders what the impact of any change to the project will be on the cost, time...
4. **Managing changes (changes can result from)**
 - Stakeholders (user requirements)
 - Work which was more difficult than anticipated
 - Delays in finding for learning materials
 - Increases or decreases in estimated costs
 - Mistakes
5. **Project reporting**
 - Have frequent reports to stakeholders on development of ECD project; report how budget is being used, any changes in the project, new activities...
6. **Good communication**
 - Information needs to be passed from one person to another in the ECD project. Stakeholders need to receive it on time and in a format they can use and understand.

7. Project records

- Is the ECD project manager, you will need to maintain the following files:
 - Minutes of meetings
 - Stakeholders contact details
 - Children and staff register
 - Correspondence files...

Note: For easier follow-up, keep a diary (a project diary is an evaluable tool. It is used to note telephone conversations, thoughts and insight)

1.8. End unit assessment

Possible answers

1. The qualities of an ECD centre or a pre-primary school leader for its effective functioning are the following:
 - She/he should have knowledge on the needs of the children, how they grow, develop and learn.
 - She/he should be well trained and knowledgeable about effective methods of teaching and caring for young children.
 - She/he should be an effective communicator, she/he listened to children and teachers.
 - She/he should be hard working person who has the initiative to start things and keep them live.
 - She /he should be friendly to all people; an easy person to work with, accurate, reliable and approachable.
 - She/he should be honest, creative and has the ability to do things.
 - She/he should be peacemaker; one who can reconcile clashing viewpoints.
 - She/he should be an inspiring person: has confidence and understands his/her work and can win hearts of those under his/her guidance.
2. To motivate the employees as an ECD centre or a pre-primary school leader, I shall do the following:
 - Provide with then ongoing training
 - Organize trips for them
 - Involve them in all school activities
 - Fairly solve their problems
 - Listen to everyone
 - Avoiding favouritism among them

- Involve them in decision making committees
 - Organize regular meetings
 - Encourage team work spirit
 - Reward good performers
 - Provide with them all needed materials
3. A well-managed ECD centre or a pre-primary school is different from a poorly managed one in the following ways:
- A well-managed ECD centre or pre-primary school reduces costs of expenditure because the resources are well managed while in a poorly managed one resources are misused.
 - A well-managed ECD centre or a pre-primary school's activities are carried out smoothly while a poorly managed one is characterized by disorder.
 - A well-managed ECD centre or a pre-primary school ensures that holistic needs of children are met while a poorly managed does not care of everything.
 - A well-managed ECD centre or a pre-primary school struggles to meet learning objectives while a poorly managed one does not even have the objectives to achieve.
 - A well-managed ECD centre or a pre-primary school targets to improve productivity while a poorly managed one those who are committed work for productivity in the school.
4. Rwandan laws and policies stipulate that an attractive ECD centre or a primary school should have some of the following aspects:
- Enough modern toilets and latrines
 - Qualified and competent teachers
 - Enough classrooms that are cemented
 - Appropriate furniture to all children
 - Gardens
 - Adequate playgrounds covered by glasses
 - Enough and appropriate materials and resources
 - Teaching and learning activities are child-cantered
 - Teachers are motivated and their salaries on time
 - The location is conducive for learning conditions
 - Safe drinking water and hand washing areas
 - Security is well assured
 - There is a good collaboration between school, home, partners and stakeholders

- Enough play equipment
- Inclusive practices and principles are implemented
- Etc

1.9. Additional activities

1.9.1 Remedial activities

1. What do you understand by?

- ECD centre
- Resource management
- School reception

2. Briefly, what are the components of childcare or ECD services?

Possible answers

1.

- ECD centre is a centre which offers day care program for children less than (under) six years. It emphasizes on each individual child's progress of learning
- Resource management is the process of ensuring that resources are sufficient and efficient for a task.
- School reception is a class for children aged four and five who are just starting school.

2. The components of childcare services are

- Early learning
- Nutrition
- Parenting education
- Health checks

1.9.2. Consolidation activities

1. Creating/establishing ECD centre or a pre-primary school is a project as others. What do you think are the requirements for successful implementation of an ECD centre or a primary school project?

2. Search and read different educations policies and documents to expand your knowledge.

Possible answers

1. A successful implantation on ECD centre or a pre-primary school project requires the following:
 - Planning: objectives should be clear, resources are planned, personnel are proposed, source of funds...
 - Managing the ECD centre or pre-primary team: the manager should identify the skills required in each part of the project, locate appropriate project staff, organize training if necessary ...
 - Management of stakeholders such as parents, local leaders, children, teachers... (stakeholders can change their position about what is already planned and agreed and you cannot stop it, so the project manager should not automatically agree to everything key stakeholder want).
 - Management of changes: the manager of the project should record, assess and obtain agreement to any change. The changes may result from work which was more difficult than it was anticipated, delays in finding for teaching and learning materials, mistakes, increases or decreases in estimated costs...
 - Reporting: ECD or school manager should report the development of the project to stakeholders (report how budget is being used, changes in the project, new activities...
 - Communication: stakeholders need to be informed on time about how the project is running
 - Project records: ECD project manager should maintain the files such as minutes of meetings, stakeholders contact details, children and staff registers, correspondence file...
2. Some education related policies and documents to read
 - Early Childhood Education (ECD) Policy, June 2016
 - Girls Education Policy
 - Special Needs Education Policy
 - Education Sector strategic Plan 2018/19 to 2023/24
 - Nine Year Basic Education Policy
 - School Health Education Policy 2014-2018
 - ICT in Education Policy
 - National Pre-primary Education Minimum Standards and Guidelines for Rwanda, November 2018

1.9.3. Extended activities

1. Suppose you want to establish a private ECD centre or a nursery school. What do you think will be the requirements?
2. Based on how pre-primary children are not stable due to their very short attention span, this requires a caregiver who has particular qualities comparing to other teachers. What do you think are those qualities?

Possible answers

1. The requirements for establishing ECD centre or a pre-primary school include:
 - **Proper care for sick children:** the school should have a first aid kit, policies and procedures on health care of children while at school should be in place and the procedures to deal with sick children must be followed.
 - **A safe environment for children:** children are safe and cared for while at school, equipment are safe, clean and well-maintained and the structure weather-proof, children are transported safely and protected from the risk of fire, accidents and other hazards.
 - **Hygienic and adequate toilet facilities:** children are supervised by adults when using toilets, there should be washbasin for every 2a children, ECD centre caring for toddlers should have potties, toilets and washbasins that can be accessed by toddlers.
 - **Safe drinking water:** safe and clean drinking water must always be available, water storage containers should be covered at all times, and water should be treated according to the approved national health guidelines for treating water.
 - **Safe storage of harmful substances and objects:** dangerous substances should not be used near the students, medicines and other dangerous substances or dangerous objects should be kept out of reach of children in locked or child-proof cupboards
2. A good caregiver should be warm, friendly, patient, capable of responding to the individually of each child, local person, who knows the community, its customs and practices, acceptable to the community and children, she should have basic qualifications, knowledge about milestones of development, positive interaction and stimulation during the early childhood years, she/he should be able to translate knowledge into practical skills.

UNIT 2

STAKEHOLDERS IN EDUCATION

2.1. Key unit competence

Judge whether the stakeholders at national, district, sector and school level are effectively playing their roles to support education.

2.2. Prerequisite

The students are aware of different people who help them in their studies. Moreover, in the student text book of year one, unity five, sub-unity 5.6, they learnt the roles of students and teachers as stakeholders of education to develop competences prescribed in CBC.

2.3. Cross-cutting issues to be addressed

- **Gender education:** This will be addressed when the teacher ensures equal consideration of both boys and girls in all lessons.
- **Financial education:** This will be addressed when the tutor introduces the activity that require students to contribute money as stakeholder.
- **Inclusive Education:** This will be addressed when the tutor ensures the involvement of all learners and provides facilities to students with special educational needs to help them benefit from all lessons.
- **Peace and Values Education:** This will be addressed when the tutor handles the cases of conflict and misbehaviour in the class.
- **Environment and sustainability:** This will be addressed when the tutor helps the students to clean the classroom environment as well as outside of the classroom and gives them the advice to ensure their work place clean every day.

2.4. Guidance on introductory activity

The introductory activity for the unit 2 aims to introduce stakeholders in education. Let the students read the scenario, make sure that every student read it, then after tell them to close the textbook and listen from you.

Read it for them loudly and ask them related questions. Don't be surprised if you find some students who do find the proper answers because some students may not understand at the first time but gradually may come to understand. Keep on using the other strategies until you help them come up with the ideas of stakeholders in education.

Possible answers

Answer1: The Minister of Education together with Director General of REB

Answer2: The School General Assembly Committee

Answer3: It provided the mentor for ECLPE option to work with tutors as well as the students to ensure the quality of early childhood and lower primary education.

2.5. List of lessons/sub-heading

#	Lesson	Learning objectives (from the syllabus or set according to the lesson title)	Number of periods
1	Stakeholders and their roles in education at the school level	<ul style="list-style-type: none"> – Identify the stakeholders in education at school level. – Explain the roles of different stakeholders in education at school level. – Explain responsibilities of SGA – Explain the formation of two subsidiary organs of SGA and their responsibilities 	4
2	Stakeholders and their roles in education at sector level.	<ul style="list-style-type: none"> – Identify the stakeholders in education at sector level. – Explain the roles of different stakeholders in education at sector level. 	2
3	Stakeholders and their roles in education at district level.	<ul style="list-style-type: none"> – Identify the stakeholders of education at district level. – Explain the roles of different stakeholders in education at district level. 	2
4	Stakeholders and their roles in education at national level	<ul style="list-style-type: none"> – Identify the stakeholders' in education at national level. – Explain the roles of different stakeholders in education at national level. 	2
	End unit assessment		1

Lesson 1: Stakeholders and their roles in education at the school level

a) Learning objectives:

- Identify the stakeholders in education at school level.
- Explain the roles of different stakeholders in education at school level.

b) Teaching resources:

Students' text book of year three foundations of education, VSO handout, the school management handbook, No. 23/2012 of 15/06/2012 organizing nursery, primary and secondary schools

c) Prerequisites/Revision/Introduction (guidance on how to start the lesson)

The students recognise the role of their parents, how the teachers and the school leaders facilitate them in their learning. You need to start from the stakeholders they are familiar with and later after to the unfamiliar ones.

d) Learning activities 2.1

Activity 2.1

The first target of this activity is to facilitate the students come up with the idea of role and responsibilities of different stakeholders. Therefore,

- The tutor needs to ensure that all stakeholder identified on the organisational chart is discussed until the students come up with how it is a stakeholder.
- Provide enough time to students to observe and discuss the organizational chart appearing in this activity.
- Facilitate the students to understand the role and responsibilities of stakeholders in education at school level.

Answers for the activity 2.1

1. Students' council, SGA, head teacher and subordinates.
2. Students' council is made of by the all the students who attend the school.
3. The Students' Council shall be responsible for the following:
 - to provide views on the living conditions, learning, discipline and behaviour of students;
 - to participate in various works related to the general activities of the school;
 - to elect their representatives in the School General Assembly;
 - to instil in students, the culture of mutual assistance and performing manual activitie

4. Confer to the content on the unit 2, sub-unit 2.1 in the students' textbook.
5. They manage to work together to ensure the management of the school by attending the meetings and discuss the school issues. However, most of the parents of students are from far comparing to the school location so that, they find it difficult to attend meetings many times and visit school regularly. And even if the students may be in boarding schools, it is not easy for all of them to meet the head of the school whenever they need him/her. This is the reason why the students have to elect their representatives who reports and discuss with school leaders their problems, the parents also elect their representatives who regularly follow the functioning of the school, the teachers also may have the problem or an idea about the functioning of the school, and cannot all together go to the head teacher to share information, they also elect the representatives. Finally, all elected members to represent others work hand in hand with the head of the school for the betterment of the school.

e) Application activities 2.1

Answer for the application activity 2.1

1. If Matayo conflicts with head teachers as well as teachers due to the confusion of his duties at school, it means that he doesn't know his responsibilities, therefore, I will explain him about his responsibilities and how he should ensure them. The responsibilities of dean of studies are found in the content of sub-unit 2.2, heading 2.1.3.
2. The ministry of education sets the education policies at national levels but is not the one who implement them but the teachers with relevant facilities are the main agent to implement them, therefore their responsibilities are the following:
 - To effectively use the available materials to facilitate students.
 - To set learning objectives in the line with the vision and mission of MINEDUC.
 - To prepare the pedagogical documents for better teaching and learning.
 - To be always updated with the new educational policies and be ready to implement them.
 - To attend all planned in-service training for continuous development.
 - To work collaboratively with other stakeholders to ensure the holistic development of students. Etc.

3. As the head teacher of a school to ensure well-functioning and development of the school, I will first perform my responsibilities as well, those responsibilities include the following;

- To ensure the overall management of all resources of the school.
- To organize, coordinate and supervise all school activities,
- To promote the welfare of all staff and learners in the school,
- To guide and counsel learners, teachers, non-teaching staff and teacher trainees on teaching practice,
- To ensure that current laws, rules and regulations are respected,
- Supervise the preparation of an action plan for the school, etc.

4. and 5: Confer to the content for sub-unit 2.1 in the students' textbook.

Lesson 2: Stakeholders and their roles in education at sector level.

a) Learning objectives

- Identify the stakeholders in education at sector level.
- Explain the roles of different stakeholders in education at sector level.

b) Teaching resources

The school management handbook for MINEDUC, No. 23/2012 of 15/06/2012 organizing nursery, primary and secondary schools, students' textbook year three foundations of education.

c) Prerequisites/Revision/Introduction (guidance on how to start the lesson)

The student teachers are aware of the leaders at sector level, ask them if those leaders can contribute in education and ask them to share their experiences how they know can involve in education.

d) Learning activities

Activity 2.2

This activity is to help the student teachers to come up with the idea of the role of stakeholders in education at sector level.

- Tell them to read carefully the scenario individually.
- then after, let them share the answer related to the scenario.
- restructure their answers to what you want and make synthesis of all the answers until they are aware of the roles and responsibilities of stakeholders at sector level.

Answer 2.2

1.

- to participate in the promotion of education in nursery, primary and secondary schools in the Sector;
- to ensure that all children receive basic education;
- to provide views regarding the construction, maintenance and equipment of schools;
- to advise the District as to the placement of teachers in public and Government- subsidized nursery, primary and secondary schools;
- to prepare and submit to the District a draft mapping of nursery, primary and secondary schools in the sector;
- to consider reports of the General Assemblies of nursery, primary and secondary schools and render advisory opinion thereon;
- to prepare the action plan and submit the activity report to the Sector Council.

2. Confer to the content of unit 2, sub-unit 2-2

e) Application activities 2.2

Answers for activity 2.2

1.

- To give ideas about the promotion of nursery, primary, and secondary education in the district.
- To report the cases of the schools where there is a problem to be solve.
- To provide the points of view about the monitoring and evaluation of the educational policies in the district.

If I am the sector education officer, to ensure the quality of education in my sector, I will do the following:

- To manage and advice on teacher's career development in the sector,
- To receive and handle specific requests submitted by the teachers in the sector,
- To help all levels of schools in the sector making school development plan, to ensure the transmission of schools' materials, textbooks, etc. in all levels of schools in the sector,
- Prepare trainings of newly recruited teachers and ensure continuous professional development in the sector.
- To make inspection at all levels of school's environment and teaching and learning of all subjects taught in schools in the sector, etc..

Lesson 3: Stakeholders and their roles in education at district level

a) Learning objectives:

- Identify the stakeholders of education at district level.
- Explain the roles of different stakeholders in education at district level.

b) Teaching resources

Students' text book of year three foundations of education, VSO handout, the school management handbook, No. 23/2012 of 15/06/2012 organizing nursery, primary and secondary schools, printed scenarios about the role and responsibilities of different stakeholders.

c) Prerequisites/Revision/Introduction (guidance on how to start the lesson)

The student teachers have enough knowledge about the roles and responsibilities of stakeholders in education at the school level as well as at the sector level, therefore the tutor can make revision on these.

d) Learning activities 2.3

Activity 2.3

This activity aims to make an awareness to student teacher about the stakeholders' roles and responsibilities at district level. Therefore,

- Let students read questions individually.
- Encourage him/her to take time to reflect on it.
- Let the student teachers share with the peers what they think.
- Let them make presentation of their ideas.
- Make synthesis and make conclusion considering the purpose of activity.

Answer for activity 2.3

Confer to the content of unit 2, sub-unit 2.3 in the students' text book.

e) Application activities 2.3

Answer 2.3:

1. I will explain to KADEGE the responsibilities of the district education council as follows:
 - The district education council has responsibility to participate in the promotion of education in the nursery, primary and secondary schools in the District;

- It has responsibility to participate in the construction of new schools in the District in accordance with the school mapping;
- It has responsibility to provide views on issues related to welfare, hygiene and diseases prevention in schools, as well as teacher placement and collaboration between school authorities and all education stakeholders;
- It has responsibility to examine any other education-related issue in the District;
- It has responsibility to analyse reports of meetings of the Sectors related to education.

2. If KADEGE is appointed to be the director of education at district level, his responsibilities will just those of the director of education at the district level. As they are detailed in the in the sub-unit 2.4 content in student's book.

Lesson 4: Stakeholders and their roles in education at national level

a) Learning objectives:

- Identify the stakeholders' in education at national level.
- Explain the roles of different stakeholders in education at national level.

b) Teaching resources: students' text book of year three foundations of education, VSO handout, the school management handbook, No. 23/2012 of 15/06/2012 organizing nursery, primary and secondary schools, printed scenarios about the role and responsibilities of different stakeholders.

c) Prerequisites/Revision/Introduction (guidance on how to start the lesson)

The student teachers have the knowledge about the stakeholders' involvement at school, sector, and district level make revision on the stakeholders' involvement at district level and the introduce them the stakeholders' involvement at national level.

d) Learning activities 2.4

Activity 2.4

- Invite student teachers to read the question
- Let them have time to brainstorm the answers
- Let them share information as they sit on chairs
- Ensure that there is no student who do not understand the questions.

Answers for activity 2.4

- a) The government institution that is responsible to set national examinations at all level is REB. For the responsibilities of this institution confer to the sub-unit 2.4 content.
- b) The institution which is overall at national level to set and ensure the implementation of the educational policies is MINEDUC. The responsibilities for this institution are found in the sub-unit 2.4 content in the student's book.
- c) The NGOs that support education in Rwanda include UNICEF, USAID/ RWANDA, HAC, Right to play, Plan International, VSO, VVOB, save the children and others as they can be found on <https://reb.rw/index.php?id=295>. They support education by providing pre-and in-service training, providing educational materials for some schools and paying school fees for students from poor families and for more information you can check on the sub-unit, 2.4, heading **2.4.3**.

e) Application activities 2.4

Answers for the application activity 2.4

Confer to the content for the sub-unit 2.4 in the student book.

2.6. Summary of the unit

Unit 2 (stakeholders in education) is comprised of five lessons such as

- Stakeholders and their roles in education at the school level
- Stakeholders and their roles in education at sector level.
- Stakeholders and their roles in education at district level.
- Stakeholders and their roles in education at national level

2.7. Additional Information for teachers

In this unit the stakeholders in education at school, sector, district, and national level were discussed in the student textbook but the tutor is not limited to make further research and make additional to what written in it. As tutor you may find other information from other resources do not doubt to use them. For example, students, parents, deputy head teacher in charge of discipline, matron and patron, the nurses, the police men, soldiers and any local leader from the chairperson of the village to the major of the district are the stakeholders of education but it was not possible to describe everyone in the student textbook. If student, ask you a question about these different people do not be confined in their textbook be flexible and analyse it well before answering him/her.

2.8. End unit assessment

Answer for the End unit assessment

To find the answers for this End unit assessment, the tutor needs to confer to the content for the unit 2 in the students' textbook. The tutor needs to make follow up of the answers provided by different students and be ready to guide those who still have problems to understand the content because this activity aims to check whether all the lessons learnt throughout the unit have been understood.

2.9. Additional activities

2.9.1 Remedial activities

1. Identify the stakeholders in education in your district.
2. Describe the role of teacher in education.
3. Describe the role of head teacher in education.
4. Describe the role of sector education officer in education.
5. Describe the role of director of education in the district in education.
6. Explain the role and responsibilities of REB and MINEDUC.

Possible answers:

1. Stakeholders in education in the district: Students, teachers, parents, school leaders, sector education officers, SGA, sector education council, district education council, the nurses from health centres, policemen, NGOs, etc.
2. Confer to the content in the students' textbook, unit two, sub-unit 2.1.1
3. Confer to the students' textbook unit two, sub-unit 2.1.2
4. Confer to the content in the students' textbook sub-unit 2.2
5. Confer to the students' textbook sub-unit 2.3
6. Confer to the students' textbook sub-unit 2.4, heading 2.4.1 and 2.4.2

2.9.2. Consolidation activities

1. Describe the responsibilities of all school teachers (teachers' council) in education
2. After identifying the individuals who participate in the sector education council, explain briefly its responsibilities.

3. After identifying the individuals who should be the members of the district education council, describe its responsibilities.
4. Compare and contrast the responsibilities of two subsidiary organs of SGA

Possible answers

Question 1

The Teachers' Council responsibilities are described here below:

- to provide views regarding learning, teaching, school management, planning and teacher's development plan;
- to provide views on the discipline and behaviour of teachers and students as well as other issues proposed by the school management;
- to provide views on the preparation of the school budget and use of the school property;
- to prevent and fight against the genocide ideology;
- to promote civic education.

Question 2

- a) The sector education council is composed of the following members:
 - The Executive Secretary of the Sector who serves as its chairperson;
 - Each Chairperson of the School General Assembly Committee at the level of nursery, primary, secondary and specialized schools located in the Sector;
 - Head teachers of nursery, primary, secondary and specialized schools located in the Sectors;
 - Teachers representing their peers, with each level of school such as nursery, primary, secondary and specialized schools, if any, being represented by one teacher;
 - Owners of schools located in the Sector;
 - The officer in charge of education at the sector level.
 - Executive Secretaries of Cells which make up the Sector;
 - The Coordinator of the National Youth Council at the Sector level;
 - The Coordinator of the National Women's Council at the Sector level;
 - The Coordinator of the National Council of Persons with Disabilities at the Sector level.
- b) Its responsibilities include the following:
 - to participate in the promotion of education in nursery, primary and secondary schools in the Sector;
 - to ensure that all children receive basic education;

- to provide views regarding the construction, maintenance and equipment of schools;
- to advise the District as to the placement of teachers in public and Government- subsidized nursery, primary and secondary schools;
- to prepare and submit to the District a draft mapping of nursery, primary and secondary schools in the sector;
- to consider reports of the General Assemblies of nursery, primary and secondary schools and render advisory opinion thereon;
- to prepare the action plan and submit the activity report to the Sector Council.

Question 3

- a) The District Education Council should be composed of the following:
- The District Mayor who serves as its chairperson;
 - The District Vice Mayor in charge of social affairs who serves as its deputy chairperson;
 - The Director in charge of education in the District who serves as its rapporteur;
 - A representative of headmasters of nursery schools in each Sector;
 - Headmasters of primary, secondary and specialized schools located in the District;
 - The chairperson of the School General Assembly Committee at the level of nursery, primary, and secondary schools elected by his/her peers in each Sector;
 - Teachers representing their peers in each Sector, with each level of school such as nursery, primary and secondary, if any, being represented by one teacher;
 - Executive Secretaries of Sectors that make up the District;
 - Owners of schools located in the District;
 - The officer in charge of education at the Sector level;
 - The coordinator of the National Youth Council at the District level;
 - The Coordinator of the National Women’s Council at the District level;
 - The Coordinator of the National Council of Persons with Disabilities at the District level.
- b) The responsibilities of District Education Council include the following:
- to participate in the promotion of education in the nursery, primary and secondary schools in the District;
 - to participate in the construction of new schools in the District in accordance with the school mapping;

- to provide views on issues related to welfare, hygiene and diseases prevention in schools, as well as teacher placement and collaboration between school authorities and all education stakeholders;
- to examine any other education-related issue in the District;
- to analyse reports of meetings of the Sectors related to education;

Question 4. Confer to the content students' textbook, sub-unit 2.5

2.9.3. Extended activities

1. With clear examples explain the roles of NGOs in the implementation of different education policies.

Answer:

To be able to answer this question the student teachers should be aware of the policies in education as follow and reflect on how NGOs contribute to their implementation.

- Girls education policy
- ICT in education policy
- Adult education policy
- Early childhood education policy
- Special need education policy
- Higher education policy
- Education for all policy.
- Inclusive education policy.
- Education sector strategic plan
- Nine and 12 years' basic education
- Teachers' management policy.

Possible answers

Due to the needs for the implementation of the education policies the government may engage with NGOs in meeting their needs. NGOs play role in the following ways:

- By training teachers, NGOs help the government to cut down on its expenditure of either building more training facilities. NGOs can provide training related to ICT as the strategy to enhance ICT integration in education for example JAICA through CADIE (Capacity Development for ICT integration in education).
- Another way through which NGOs take part in implementing education policies is by constructing extra schools especially in marginalized areas. For example, help a Child in partnership with UNICEF constructed the ECD centers in BUGESERA district in order to enhance the implementation of ECD policy.
- Some NGOs facilitate the implementation of education for all by paying school fees and providing materials for the vulnerable children for example Rwanda Education for All (REFAC)
- NGOs also contribute in the implementation of girl's education policy by giving chance to more girls to go further in studies for example FAWE.
- NGO contribute in the implementation of inclusive education by making advocacy for children with special need education and providing training about the appropriate practices to help those children for example humanities and inclusion (HI).

UNIT 3

COMMUNITY AND PARENTAL INVOLVEMENT

3.1. Key unit competence

Mobilize and sensitize parents and community members to effectively play their role in education.

3.2. Prerequisites:

The students are aware of how their parents help them in their education and in foundation of education student text book of year two, unit 10, they learnt about the influence of families and community in learning.

3.3. Cross-cutting issues to be addressed

- Gender education: this will be addressed when the teacher ensures equal consideration of both boys and girls in all lessons.
- Financial education: this will be addressed when the tutor introduces the activity that require students to contribute money as stakeholder.
- Inclusive Education: this will be addressed when the tutor ensures the involvement of all learners and provides facilities to students with special educational needs to help them benefit from all lessons.
- Peace and Values Education: this will be addressed when the tutor handles the cases of conflict and misbehaviour in the class.
- Environment and sustainability: this will be addressed when the tutor helps the students to clean the classroom environment as well as outside of the classroom and gives them the advice to ensure their work place clean every day.

3.4. Guidance on introductory activity

The pictures in introductory activity for the unit two aims to help the tutor introduce the whole unit, therefore invite the student teachers to observe the pictures and describe them. Let them share information and answer the related questions. Then after, make conclusion on the pictures by making of what they are conveying.

Answer for the introductory activity:

1. A male parent who follows two kids, one boy and one girl to a nursery school, a male parent helping children studying at home, parents in the meeting at a secondary school, parent, paying school fees for his child, parent giving the notebooks for her child, the members of community participate in community work to construct toilet for children at primary school and the local leaders who went in the families to bring back the students who dropped out from the school.
2. A female parent.
3. Male parent
4. Male parent
5. Students' parents
6. Members from the community.
7. The activities done for children as appeared on the pictures play a significant role to the holistic development of the children, first of all when parents help children in their studies, gain more knowledge and skills, and are very interested in learning as they are aware that it is a valued activity by their parents. Secondly, when parents follow their children at schools in early years, they feel secure and comfortable and therefore, they are emotionally developed. Thirdly, when parents provide the needs of children at school, it helps them grow well and study well without problems and finally when children see the community working together to help them they feel valued, and they learn how to work collaboratively and in turn, late in life they will be the responsible citizens.
8. Lack of time may be challenge, poverty, ignorance, and the like.

3.5. List of lessons/sub-heading

	Lesson title	Learning objectives (from the syllabus set according to the lesson title)	Periods
1	Importance of parental involvement in education.	Explain the importance of parental involvement in education.	1
2	Roles and responsibilities of parents in education.	Identify the roles and responsibilities of parents in education.	1
3	Factors that influence parental involvement.	Describe the factors that influence parental involvement.	2

4	Challenges related to parental involvement in education.	Identify the challenges related to parental involvement.	1
5	Importance of community involvement in education.	Explain the importance of community involvement in education.	1
6	Roles and responsibilities of community and parental involvement.	Identify the roles and responsibilities of community involvement in education.	1
7	Factors that influence community involvement in education.	Describe the factors that influence the community involvement in education	1
8	Challenges related to the community involvement in education.	Identify the challenges related to community involvement in education.	1
9	Strategies to increase parental and community involvement.	<ul style="list-style-type: none"> – Identify the strategies to increase community and parental involvement. – Describe the strategies of community and parental involvement. 	4
	End unit assessment		1

Lesson 1: Importance of parental involvement in education

a) Learning objective

Explain the importance of parental involvement in education.

b) Teaching resources

Students' text book of year three foundations of education, VSO handout, the school management handbook, No. 23/2012 of 15/06/2012 organizing nursery, primary and secondary schools, printed scenarios about the role and responsibilities of different stakeholders and others according to the creativity of tutor.

c) Prerequisites/Revision/Introduction (guidance on how to start the lesson)

The student teachers are aware of the ways their parents help them to meet their needs. Then, tutor can start from this awareness and ask them how they find it useful in their education.

d) Learning activity 3.1.1

- Invite student teachers to read individually the scenario and work in pairs to share with the classmate.
- Let them answer the questions related to the scenario.
- Let them present their answers.
- Help them to make synthesis of the mentioned answers in consideration of the target of the scenario.

Answers

Answers for the activity 3.1.1:

MUTONI's performance at school and behaviour is influenced by parent's attitudes because, they provided her the stimulations for brain development in her early age, they help her to revise who she studies at school, they communicate with the teacher about the progress of MUTONI, they attend meetings at school and they try to be role model of MUTONI. All these influenced MUTONI, in academic performance as well as the social behaviour.

e) Application activities 3.1.1

Answer for the application activity: 3.1.1

The answer for the application activity 3.1.1, will differ from one student to another as they were raised by different people and helped them differently.

Example:

Long live my parent who educated me,
Long ago, I remember you took me to nursery,
Life in primary was fantastic because of you,
Life in secondary is better due to your model!.

Lesson 2: Roles and responsibilities of parental involvement in education.

a) Learning objective

Identify the roles and responsibilities of parents in education

b) Teaching resources

Students' text book of year three foundations of education, VSO handout, the school management handbook, No. 23/2012 of 15/06/2012 organizing nursery, primary and secondary schools, printed scenarios about the role and responsibilities of different stakeholders and others that can be improvised by the tutor.

c) Prerequisites/Revision/Introduction (guidance on how to start the lesson)

The student teachers have information about the importance of parental involvement and before discussing this, they reflected on the how they help them. Therefore, teaching them about the roles of their parents will be easy.

d) Learning activities 3.1.2

- Invite student teachers to read the questions in the activity 3.1.2
- Invite them to go back to the scenario appearing in the activity 3.1.1
- Ask them to read again and answer the question in the activity 3.1.2
- Make comment to their answers in consideration with the objective of the lesson.

Answer for the activity 3.1.2:

MUTONI is successful at school and behave well towards others because, her parents involve considerably to her education, for example in her early years they gave her stimulations to the holistic development like, providing toys for play, they ensure that she is healthier by taking her to hospital when she is sick, they facilitate her in learning, and collaborate with the school leaders to ensure quality education for MUTONI and moreover, they are her role models.

e) Application activities

Answer to the application activity 2.1.2.

1. Surely MANIRARORA, does not contribute effectively, to the education of her daughter to ensure the excellent academic performance of her daughter because paying school fees and providing all required school materials is not enough for the students to succeed well and be competent in life.
2. The following are other responsibilities for MANIRARORA to maximize his involvement for his daughter's success in education.
 - Communicate regularly with your child's teacher(s),
 - Make sure that your child is completing his/her homework each night, assist your child with his/her homework, but don't do the homework,
 - Talk to your child each day about school (what is being studied, any interesting thing from the school) and Recognize and acknowledge your child's academic achievements.
 - After completing the basic needs, ensure that your child has also the self-esteem needs.
 - Talk to your child regularly.
 - Ensure that she has discipline.

Lesson 3: Factors that influence parental involvement in education.

a) Learning objective

Describe the factors that influence parental involvement in education

b) Teaching resources:

Students' text book of year three foundations of education, VSO handout, the school management handbook, No. 23/2012 of 15/06/2012 organizing nursery, primary and secondary schools, printed scenarios about the role and responsibilities of different stakeholders and others improvised by the tutor.

c) Prerequisites/Revision/Introduction (guidance on how to start the lesson)

The student teachers are able to explain the factors that influence their motivation to do anything. They also know the background of their families, they know how they involve in their education. Therefore, the tutor may start from this and facilitate them to understand the factors that influence parental involvement in education.

d) Learning activity 3.1.3

- Invite student teachers to read individually the scenario and work in pairs to share with the classmate.
- Have some pairs make presentations of the answers found from the scenario.
- Make synthesis of the answers in consideration with the objective of the lesson.

Answer to the activity 3.1.3

The parents of MASENGESHO do not involve effectively in her education because of the following reason:

- Due to poverty, her father is always struggle to find what the family can eat, and therefore, he is unable to find special time for MASENGESHO.
- Her mother is not able to understand the English language so that she can assist MASENGESHO while studying at home.
- Her mother also has other younger children to care for, therefore, she cannot even have time to converse with her daughter.

e) Application activities

Answers for the application activity 3.1.3

Other factors that influence parental involvement in education include the following:

- **Awareness of education:** for example, if parents do not realize the way they may benefit from their children's education, they do not involve, most of people are interested in the businesses that brings benefits to them in short period of time by in education, it requires a lot patience.
- **Workload of parents:** when parents do have a lot of things to do, they may not prioritize education of their children.
- **Life conditions:** the parent may be ready and willing to help the child in his/her education, but when he/she falls sick, cannot find ways to care for his/her child instead he/she also needs someone to take care of him/her, if nobody else to take care of him/her, his/her child may be forced to leave the school.
- **Funds:** when a family has money, it is easier for it to involve in education of children but when the family, does not have money does not contribute effectively because many things required for a child to learn better requires money.

Lesson 4: Challenges related to parental involvement in education

a) Learning objective

Identify the challenges related to parental involvement.

b) Teaching resources

Students' text book of year three foundations of education, VSO handout, the school management handbook, No. 23/2012 of 15/06/2012 organizing nursery, primary and secondary schools, printed scenarios about the role and responsibilities of different stakeholders and others improvised by tutor.

c) Prerequisites/Revision/Introduction (guidance on how to start the lesson)

The student teachers are aware of the factors that influence parental involvement in education and, and the limitations their parents have to ensure full engagement in their education therefore, the tutor can start from this and facilitate students to understand the challenges related to parental involvement.

d) Learning activities 3.1.4

- Encourage student teachers to read the activity
- Give them time to share information on the activity
- Relate their views on the activity to the lesson.

Answer to the activity 3.1.4

- Sickness
- Limited time
- Loss of job
- Loss of contacts of school leaders.
- Bad communication between parents and the school.
- Etc...

e) **Application activity 3.1.4**

Answers for the activity 3.1.4

As tutor do not be surprise if all students do not provide the same answers because they are from different villages and they have the experience of different parents. However, as they have studied together the lesson about the challenges related to parental involvement, they may refer to what they studied and turn around the same idea but not a hundred percent the same.

An example of answer that may be provided: In my village there are parents who have children in nursery, primary and secondary. Those parents face with different challenges according to the level age of a child, the school location, the school leaders, weather conditions, economic status and the education of parents, the way the challenges are differ from on another are explained here below:

- Parents whose children are in nursery schools may face with these challenges:
- Accidents of children: young children commit many kinds of accidents comparing to primary children for example common falls for nursery children.
- Fear of newly enrolled children: sometimes nursery children refuse to remained at school because of fearing other children.
- Lack of money to fulfill all the needs of children: nursery children requires many things, so as to grow and develop well, therefore some parents prefer not to send their children at schools in early age as the results of fearing the expenses.

In some nursery schools the teachers are not qualified to be able to handle all children's individual behaviour and are not able to record the developmental progress of children for further sharing information with parents, therefore this makes parents reluctant to value the young child's education.

The parents' who have children in primary schools may face with the following challenges:

Absenteeism and truancy of their children: some children may refuse to go to school and others, may prefer to stay along the road and wait for going back home with others pretending they have attended the school.

The parents whose students are in secondary may face also the problem of dealing with the problems of delinquency, sexual intercourse, peer pressure, early pregnancies, drop out of the school among their children, etc..

N.B: These are not the final answers tutors as well as students will work together to brainstorm others.

You may wonder why we discussed challenges without discussing the solutions but do not worry, as long as we are aware of the problems, the solutions will be found at the end of the unit.

Lesson 5: Importance of community involvement in education

a) Learning objective

Explain the importance of community involvement in education.

b) Teaching resources:

students' text book of year three foundations of education, VSO handout, the school management handbook, No. 23/2012 of 15/06/2012 organizing nursery, primary and secondary schools, printed scenarios about the role and responsibilities of different stakeholders and others improvised by the teacher.

c) Prerequisites/Revision/Introduction (guidance on how to start the lesson)

The student teachers are aware of the importance of parental involvement in education, the tutor can start from this and facilitate them to understand the importance of the involvement of other different people in the community in education.

d) Learning activities 3.2.1

- Invite student teachers to read individually the scenario and work in pairs to share with the classmate.
- Let them present their views in pairs
- Make comment on their presentations in consideration with your target.

Answer to the activity 3.2.1:

The community was very important to bring back the students to school because, all the members took the case of dropping out as an issue of the community and worked together with the local leaders to solve the problem.

For example, they helped to find all the cases of the students who dropped out and the reasons behind. The members of the community decided to contribute money to help those children and bring them back to school while the executive secretary of the sector made advocacy to find people who may support education for those children.

e) Application activities

Answer for the application activity 3.2.1

The answer for this question may differ from one student to another because they have different understanding and different experiences. As tutor check their answers and see whether they are relevant to the questions and able to provide ideas about the importance of community in education.

Example of answer:

Community involvement in education is important in the following way:

- Community work together to build classes and reduces overpopulation in the class.
- Community contribute to the feeding programs and support the nutrition of children at school.
- Community work together to report cases of drop out and child abuse.
- Community ensures the security of students in the community.

Lesson 6: The roles and responsibilities of community involvement in education

a) Learning objective

Identify the roles and responsibilities of community involvement in education.

b) Teaching resources

students' text book of year three foundations of education, VSO handout, the school management handbook, No. 23/2012 of 15/06/2012 organizing nursery, primary and secondary schools, printed scenarios about the role and responsibilities of different stakeholders and others improvised by the tutor.

c) Prerequisites/Revision/Introduction (guidance on how to start the lesson)

The student teachers are aware of the roles and responsibilities of parents in education, the tutor may start from this to facilitate them to understand the roles and responsibilities of the other members of the community involvement in education.

d) Learning activity 3.2.2

- Invite student teachers to read individually the scenario and work in pairs to share with the classmate.
- Invite the students to present their views in pairs.
- Make comment on their view with the focus to the new lesson.

Answers:

Answer for the activity 3.2.2:

Based on the information from the scenario the role of the community in education are the following:

- To report the cases of students who dropped out of schools.
- To give ideas concerning the enhancement of education in the schools found in the community.
- To construct schools through community work.
- To pay school fees for the students who do not have parents.
- And to provide materials needed by schools that may be found in the community.

e) Application activities

Answer for the application activity 3.2.2

As the tutor do not be annoyed if all students do not provide the same answer because they have different experiences, however as well as parents the community can play role in the nursery, primary and secondary schools:

In nursery education community can provide land to construct the school, can also provide the necessary materials available in the community, can provide the ideas on how early childhood education should be enhanced in the community and should also ensure the security of children in the community while going to school and coming back home.

In primary education community can play the same role as in nursery, however, they should report cases of drop out in the community and collaborate to fight against truancy of some children in primary school.

In secondary education, the community participate in construction for the policy of 9 years and 12 years' basic education, contributes money to help children without parents in the community. the community also through the meeting discusses and finds solutions to the issues related to education.

Lesson 7: Factors that influence community involvement in education

a) Learning objective

Describe the factors that influence the community involvement in education.

b) Teaching resources

Students' text book of year three foundations of education, VSO handout, the school management handbook, No. 23/2012 of 15/06/2012 organizing nursery, primary and secondary schools, printed scenarios about the role and responsibilities of different stakeholders and others improvised by tutor.

c) Prerequisites/Revision/Introduction (guidance on how to start the lesson)

The student teachers are aware of the factors that influence parental involvement in education, tutor can start from this to facilitate student teachers understand the factors that influence community involvement in education.

d) Learning activities 3.2.3

- Invite student teachers to read individually the scenario and work in pairs to share information on the scenario.
- Let some pairs make presentations.
- Make comment on their views and take conclusion in consideration with the new lesson.

Answer to the activity 3.2.3:

For the community (from the local leaders to the families) to involve in the school activities, there is a good follow up of communication where the school leaders communicate to the local leaders and in turn, the local leaders communicate to the general members of the community.

The school leaders participate in the community meetings where they are given time to talk about the issues related to the education and suggest the community how they may work together to find solutions. In few words, good governance for the local leaders and good leadership for the school leaders affect general members of the community to involve in education.

e) Application activities

Answer for the application activity 3.2.3

The answer for this activity, may be different from one student to another because they are from different communities. The factors influencing the community involvement in one community may not be the same to another community. However, all the learners should make reference to the factors discussed in the heading 3.2.3. Therefore, the tutor should be kind and flexible to read the answer provided by all students, if possible, he/she may give opportunity to all students present their answers and make synthesis of all true answers.

Lesson 8: Challenges related to the community involvement in education

a) Learning objectives

Identify the challenges related to community involvement in education.

b) Teaching resources

Students' text book of year three foundations of education, VSO handout, the school management handbook, Law, No. 23/2012 of 15/06/2012 organizing nursery, primary and secondary schools, printed scenarios about the role and responsibilities of different stakeholders, internet, and others improvised by the tutor.

c) Prerequisites/Revision/Introduction (guidance on how to start the lesson)

The student teachers are having knowledge about the challenges related to parental involvement in education, the tutor has to start from this and facilitate the student teachers to understand the challenges related to community involvement.

d) Learning activities

- Let the student teachers read the activity 3.2.4
- Encourage them to share information about the activity
- Ask some pairs to present their views related to the questions asked on the scenario
- Make a comment on it in consideration of the objectives of the lesson.

Answer for the activity 3.2.4

Surely, there are some challenges that can affect parents' involvement as people in charge and responsible for education of their children which may also affect the involvement in education for other members of the community. Among those factors include:

Shortage of time: members of the community may also miss time to attend the meeting concerning the education or may not find time to deal with challenges related to education.

Bad experience: some community members don't feel welcomed to go to school. They might have bad experience or memories at school such as to be the victims of school violence or they used to fail in school. Therefore, they would not have desire to return to a place that they only served to remind their own failures or nightmares.

Illiteracy: illiteracy for community members it is also a challenge for them as they cannot be even aware of the ways they can contribute.

Lack of sensitiveness from the school system: when the school does not care about the community involvement in education the community does not care too.

e) Application activities

Answer for the application activity 3.2.4

The students' answers may differ from one another depending on the community they come from.

As tutor give them opportunity to share their answers with others because this will be the opportunity for you and students to be aware of the challenges related to community involvement in different sectors in Rwanda. This is therefore, the reason why you need to consider and analyse all the answers carefully. Remember to monitor and facilitate the students who still have the challenges to understand the question. If some students still fail to find the answers, give them the example of challenges that were discussed in the heading 3.2.4 and ask them to find others that were not discussed yet.

Lesson 9: Strategies to increase parental and community involvement

a) Learning objective

- Identify the strategies to increase community and parental involvement.
- Describe the strategies of community and parental involvement.

b) Teaching resources

students' text book of year three foundations of education, VSO handout, the school management handbook, No. 23/2012 of 15/06/2012 organizing nursery, primary and secondary schools, printed scenarios about the role and responsibilities of different stakeholders, internet and the others improvised by the tutor.

c) Prerequisites/Revision/Introduction (guidance on how to start the lesson)

Student teachers have different strategies they use to achieve different things; the tutor can ask them the strategies they use to attract different people to help them or support their activities for example "what the strategies do you use to attract teachers in your celebrations?"

d) Learning activities 3.3

- Invite student teachers to read individually the scenario and work in pairs to share with the classmates
- Let them answer the questions related to the scenario
- Make comment on their answers.

Answers

Answer for the activity 3.3

According to the information that are in the scenario, the strategies used by the executive secretary of the sector to ensure the involvement of the members of the community to find solutions to the issues that arise in the sector are the following:

- Communicating effectively with other subsidiary leaders
- Involving Simon as community mobilizer
- Planning meeting for each cell in the sector
- To plan trainings for subsidiary leaders to equip them with the skills to deal with people in the community.

e) Application activities 3.3

Answer for the activity 3.3

As all students do not come from the same sectors, and the people in those sectors have different social-economic status and education level the strategies of approaching them are also different but the commonly known are those described in the sub-heading 3.3 in the unit 3. As tutor do not limit yourself to them and do not even limit your students to brainstorm others according to the community in which they live. Let students use their brain to think and consider their answers. Let them share the information in class and make synthesis of their findings.

3.6. Summary of the unit

This unit is composed of nine (9) lessons based on the following:

Parental involvement

- Importance of parental involvement in education.
- Roles and responsibilities of parents in education.
- Factors that influence parental involvement in education.
- Challenges related to parental involvement in education.

Community involvement in education

- Importance of community involvement in education.
- Roles and responsibilities of community and parental involvement.
- Factors that influence community involvement in education.
- Challenges related to the community involvement in education.

Strategies to increase parental and community involvement

- Effective communication
- Community education
- Community mobilization

3.7. Additional information for teachers

The information provided in the students' text book is enough comparing to their level but does not restrict you as tutor to do further research from other resources for example internet or other related text books.

3.8. End unit assessment

Answer for the End unit assessment

Even if some students may find it difficult to get the answers to these questions but they are not at all difficult because all the answers are in the content for the unit 3 in the students' book. If you find students with difficulties to answer these questions, it is a sign that they did not understand, try to use some remedial activities to help them.

3.9. Additional activities

3.9.1 Remedial activities

1. What is parental involvement?

Answer:

Parental involvement refers to a situation where parents are directly involved in the education of their children, they involve themselves and are involved by the school and teachers in the learning process of their children, and they fulfil their duties as parents in making sure that the learner is assisted in the process of learning as much as they possibly can. It does not just refer to parents enquiring about the performance of a learner in schools, but also in them taking a role in communicating with their children with the aim of having a healthy relationship with them, so that the process of encouraging, mentoring, leading and inspiring may be genuine (Clinton & Hattie, 2013:324).

2. Discuss the benefits of parental involvement in education.

Parent-teacher partnership makes tremendous impact on children's education. According to Llamas and Tuazon (2016:59) parents become comfortable when the education system requires their involvement in school activities.

The strong collaboration of parents with school authorities can lead to increased improvement in both physical and academic performance of the school. Hence, school administrators have to encourage parents to get involved and make contribution towards helping the school achieve its missions and goals (Sapungan & Sapungan, 2014:45).

Seeing parents involved in the education of their children is a good thing because it improves academic performance. Learners become more focused in their school work (Kwatubana & Makhalemele, 2015:315).

This motivates learners not to give up easily when they do not understand a particular topic and will not bunk classes because they know that their parents are always monitoring their school attendance (Lemmer, 2007:320). Learners whose parents are involved, are active and ready to learn, they learn to be punctual from young age, they learn to be persistent as the parents would be continuously enquiring about their progress and they would not want to disappoint them. Taking responsibility becomes a part of the nature of such children as they plan ahead and are able to do their work according to their schedule, which is the quality of being organized (Sapungan & Sapungan, 2014:45). Through this, parents can be able to make sure that their children succeed in school (Hornby & Lafaele, 2011:37).

3. Identify the roles and responsibilities of parental involvement in education

- The roles and responsibilities of parental involvement in education are the following:
- Involve yourself in your child's formal education: Communicate regularly with your child's teacher (s), Make sure that your child is completing his/her homework each night, assist your child with his/her homework, but don't do the homework, talk to your child each day about school (what is being studied, any interesting thing from the school) and Recognize and acknowledge your child's academic achievements.
- Parents provide an environment that is **safe** for their children: first of all, parents should keep child free from physical, sexual, and emotional abuse.
- Provide your child with **basic needs** such as water, plenty of nutritious foods, Shelter, a warm bed with sheets, blankets, and a pillow, Medical care as needed/Medicine when ill and Clothing that is appropriate for the weather conditions.
- Provide your child with self-esteem needs: Accept your child's uniqueness and respect his/her individuality, encourage (don't push) your child to participate in a club, activity, or sport, Notice and acknowledge your child's achievements and pro-social behaviour , encourage proper hygiene (to look good is to feel good, or so they say!) and Set expectations for your child that are realistic and age-appropriate.
- Teach your child morals and values: teach him/her to be honesty, to respect, to be responsibility, to have compassion, Patient, to forgive, and to be generous.
- Develop mutual respect with your child: Use respectful language, respect his/her feelings, respect his/her opinions, respect his/her privacy, Respect his/her individuality

- Provide discipline which is effective and appropriate: discipline for children should be Structured, Consistent, Predictable and Fair.
- Get to know your child: Spend quality time together, be approachable to your child, ask questions, and regularly communicate with your child.

4. Explain the factors that influence parental involvement in education.

- **Parents' aspirations:** idealistic hopes/goals that parents form regarding future attainment. Parents with higher aspirations are more likely to be more willing to exert efforts to ensure that those aspirations are realized.
- **Parents' self-efficacy:** this refers to "beliefs" in one's capacities to organize and execute the courses of action required to produce given attainments (Bandura. 1997).

Parents with high self-efficacy are generally more optimistic; authoritative and constant in their interactions with their children than are those with lower parenting self-efficacy.

These parents with high self-efficacy are more likely to monitor their children's school work and to participate actively at school site (Grolnick, Benejt, Kurowski & Apostoler, 1997)

- **Parents' perception of the school:** parents' degree of involvement is likely to be affected by the school itself. If teachers appear to care about the welfare of the child, communicate respect for parents, and develop effective means of communicating with families, parents are more willing and able to become involved in their children's schooling. (Hoover- Dempsey & Sandler, 1997)

a) **Family -related factors**

- **Socio-economic status:** affluent/rich parents are more involved in educational activities at the school than poor parents.
- **Family size:** children are major expense. Larger families require a greater investment of time to engage in activities at school site and would be less likely to become involved in day-to-day interactions with children at home.
- **Employment status:** employment may reduce the amount of time and energy parents have for interacting with their children and becoming involved in their schooling. Nonetheless, employment may boost parents' support for children's schooling by making financial resources available for lessons and materials.
- **Sex of the child:** in some cultures, parents tend to favor boys over girls. They become involved in the boy's schooling than they do for girls. Some even will not enroll their daughters in school.

3.9.2. Consolidation activities

1. Identify the challenges that can be related to parental as well as community involvement in education.

Answer:

The challenges related to parental and community involvement at the same time include the following:

Poverty: if families who have children in school are poor, they cannot respond to the needs of children and therefore they cannot learn well, again if members of the community are poor, they are not able to support school activities that requires money.

Diseases: for example, chronic diseases are the challenge to all individuals to contribute to the education of children in the community because when an individual is sick, he/she is always busy on him/herself.

Time: due to the daily workload of different people who could contribute considerably in the education of children, they are always busy in their own businesses and miss time for education sector.

Bad leadership of some heads of the schools: when heads of the schools have attractive strategies to engage parents as well as the community in the school programs, the parents and the community are more likely to involve but contrary, if the head teachers are rude, and unkind to people, even parents fear to visit their children at school.

2. Discuss the strategies that can be used to enhance parental and community development.

Answer:

The strategies that should be used to ensure the maximum involvement of parents and the community in education are described here below:

Use effective communication: use telephones, clear language, listen and give constructive feedback, visit the families and attend meeting with them in the community.

Educate parents as well as the community: teach and train them according to the serious issues that can affect their involvement for example teach the community how to create small business enterprise.

Mobilise parents and community: Help people to be free to express themselves and diagnose their needs, help community members to plan and act together in terms of organization, have skills to create a rapport/relationship with community members, Be able to facilitate an affirming atmosphere that helps members to develop confidence and help community members work as a team

3.9.3. Extended activities

Suppose you're a teacher at a certain school discuss the ways in which you can involve parents in education.

Answer:

Parents can be involved in their children's learning by making them part of school boards, and encourage them to be concerned about their children's academic performance, showing dedication in their children's learning through availing themselves during parent's meetings, in order to gain a better understanding of the performance of their children.

Parents can also be involved by communicating with them in order to identify areas where the children are facing challenges (Clinton & Hattie, 2013:324). Where children fail, parents go to the extent of contacting their teacher, thus, building and strengthening the teacher and parent relationship which would show their commitment towards their children's learning.

According to Hornby and Lafaele (2011:37) parental involvement is a significant element in education and can also be achieved through home-based parental involvement like listening to the child as they read, helping them in completing their homework therefore, the teacher can encourage to attend workshops at school related to the ways they should help their children while at home. According to Labahn (1995) parents should also be involved in children's sports activities, as this would improve achievements and serve as motivation.

UNIT 4

LEGAL CONSIDERATIONS FOR TEACHER

4.1. Key unit competence

Display commitment to uphold the professional code of ethics for teachers and other public servants in Rwanda.

4.2. Prerequisites

In Foundations of Education **unit 14. “Teachers standards and professional values”** Year two, student teachers have studied the standards and professional values of teachers. the understanding of these values and standards will facilitate to learn general provisions and principles of conduct for a public servant at and outside the workplace.

The understanding of standards and professional values of teachers in the unit 14 **“Teachers standards and professional values”** Foundations of Education Year two, will enable student teachers to understand the lesson **“conduct at workplace”**.

In Year two, student teachers have acquired the unit 14 **“Teachers standards and professional values”**, Foundations of education. The understanding of these values and standards of the teachers will facilitate the student teachers learn well this topic **“avoiding conflict of interest and obligations to respect the code of ethics”**.

Previously, students have learnt the code of professional ethics for public servants in this unit 4, sub-heading 4.1. The understanding they developed from there will be a good prerequisite to learning the general provisions in the code of professional conduct for teachers.

The skills student teachers developed from unit 14 **“Rwanda teacher training education”**, Foundations of education year two will enable them to learn the statutory position of a teacher in service.

In their respective classrooms at school, student teachers have different obligations to accomplish day to day and sometimes do not accomplish them on time due to different reasons. This experience will enable them to learn Obligations and incompatibilities of teacher

In Foundations of Education year two, unit 11" **children's rights and responsibilities**", student teachers have studied different rights of children which will facilitate them to learn the rights of the teacher

Classroom rules that teacher with student set for better functioning of the class and school, internal regulations that student teachers follow on daily basis in the school will facilitate them to learn the code of professional conduct for teacher.

Through social media, students get knowledge on various cases of teachers' indiscipline for example teachers who violate girl students; teachers who abandon their classes... this knowledge will enable student teachers to describe disciplinary regime, appeal procedures and termination of service for teacher.

4.3. Cross-cutting issues

- a) Gender education:** The tutor should bear in mind that all students (girls and boys) have equal opportunities and rights to study. When forming group activities, assigning tasks and responsibilities, asking questions, and giving feedback tutor should include both girls and boys. This issue will also be addressed when students will check whether the teachers' professional code of conduct and code professional ethics for public servants are gender responsive.
- b) Inclusive education:** To make teaching and learning process inclusive, the tutor must understand individual differences and consider them when organizing and setting teaching and learning activities. Tutor will use teaching approaches, methods and techniques that cater for students' diversities and encourage them to maximize their full potential in classroom. Students will also promote this issue when recognising that teachers' professional code of conduct and code professional ethics for public servants are inclusive.
- c) Peace and value education:** Through teaching and learning, the culture of peace and values should be promoted. In group, students learn to share resources and ideas with respect. They also learn to solve their problems in peaceful manner. Students also learn that laws play the role of promoting peace among people.

4.4. Guidance on introductory activity

- Form groups of five
- Ask students to read the case study in student' book
- Facilitate discussion and sharing ideas in groups
- Have some groups to present findings
- Supplement students' answers by providing deep explanations
- Provide constructive feedback

Possible answers

1. The dean of discipline office plays a role of making sure the students respect the school rules and regulations
2. Classroom rules and regulations are important because they create order in the classroom, they help them learn safely leading to good performance, they instil values in learners, they put learners at the same level, and they create good behaviour in the classroom...
3. In Kinyarwanda it is said: "Ahari abantu ntihabura uruntuntu" meaning that even teachers are mature and educated, they can ignore rules that govern their job. For example, conflicts among them, unjustified absence, abusing learners, stealing school materials or those of colleagues and many others
4. Internal regulations cooperatives, companies, associations and organizations give personnel the same orientation in order to improve productivity otherwise; everyone can work without objective which makes the company collapse.
5. Laws and policies are directives of everything in the country. For example in education, without education related laws and policies, teachers cannot know what to teach and which language...laws provide directions on how public servants should behave at workplace and eve outside.
6. Yes, we have got information through media about some teachers who abandon the job, who violate girl students, who are drunker, who do not repay loans of U-SACCO, who beat students till deaf...we have got also information about public servants who are accused corruption, who misuse public fortune/patrimonies...

4.5. List of lessons/sub-headings

	Lesson title	Learning objectives	Number of periods
1	General provisions and principles of conduct for a public servant at and outside the workplace	Describe the principles of conduct for a public servant at and outside the workplace	2
2	Conduct at workplace	Describe the behaviour of a public servant at workplace	2
3	Avoiding conflict of interest and obligations to respect the code of ethics	Suggest the practices that may lead to personal interest	1
4	General provisions in presidential order establishing special statutes governing teachers in nursery, primary, secondary and technical and vocational schools	Describe the categories and grads of teachers	2
5	Teachers' recruitment and appointment	Explain the requirements for teachers' recruitment and appointment	
6	Statutory position of in service teacher	Analyze different positions of in service teacher	2
7	Temporary replacement of a teacher	Explain the circumstances under which teacher is temporary replaced	
8	Rights, obligations and incompatibilities of teacher & responsibilities of the employer	Propose the ways of promoting teacher's rights	1
9	Disciplinary regime	Describe the importance of disciplinary measures among teachers	2
10	Appeal procedures	Describe the steps through which a teacher who is not happy with the decision taken for him/her can go through to make an appeal	1
11	Rehabilitation and prescription of a disciplinary fault	Identify the requirements of rehabilitation and prescription of a disciplinary fault	1

12	Termination of employment of a teacher	Explain the circumstances under which teacher's employment takes end	1
	End unit assessment		1

Lesson 1: General provisions and principles of conduct for a public servant at and outside the workplace

a) Learning objective

Describe the principles of conduct for a public servant at and outside the workplace.

b) Teaching resources

Printed copies of the code of professional ethics for public servant, flip chart, markers

c) Prerequisites/revision/introduction

In Foundations of Education **unit 14 “teachers standards and professional values”** Year two, student teachers have studied the standards and professional values of teachers. The understanding of these values and standards will facilitate them to learn easily the general provisions and principles of conduct for a public servant at and outside the workplace.

d) Learning activities

Activity 4.1.1

- Put student teachers in small groups
- Ask student teachers to read the case study in student' book
- Facilitate discussion and sharing ideas in groups
- Have some groups to present findings
- Supplement students' answers by providing deep explanations
- Provide constructive feedback

Possible answers

- Customer care
- Punctuality at workplace
- Collaboration with colleagues (team work)

- Listening to people's problems and solve them on time
- Avoiding all kinds of corruption
- Meeting the needs of people
- Offering good services
- Consulting peoples to be aware of their needs
- Good management of public properties
- Respect labour related laws

Link the students' answers to the new lesson

e) Application activity 4.1.1

- Ask student teachers to do individually the questions in student' book
- Have collective correction in the classroom
- Supplement students' answers by providing deep explanations
- Provide constructive feedback.

Possible answers

1.

- a) False
- b) False
- c) False
- d) False
- e) True
- f) False
- g) False

2. A public servant should be accountable. This means that she/he should:

- Accept and be proud of his/her responsibilities.
- Be personally responsible for his/her actions or inactions
- Provide explanations when called upon to give reasons for the decisions or actions he/she has taken.
- Avoid always following decisions of others, and following whatever is appropriate or not
- Be a careful person by making follow up over undertaking and implementation of instructions.
- Before taking a decision, he/she must make analysis and consider such decision consequences.

Lesson 2: Conduct at workplace

a) Learning objective

Describe the behaviour of a public servant at workplace

b) Teaching resources

Printed copies of the code of professional ethics for public servant, flip chart, markers

c) Prerequisites/revision/introduction

The understanding of standards and professional values of teachers in the unit 14 “**Teachers standards and professional values**” Foundations of Education Year two, will enable student teachers to understand the lesson “**conduct at workplace**”.

d) Learning activities

Activity 4.1.2

- Put student teachers in small groups
- Ask student teachers to read the case study in student’ book
- Facilitate discussion and sharing ideas in groups
- Have some groups to present findings
- Supplement student teachers’ answers by providing deep explanations
- Provide constructive feedback

Possible answers

To calm the situation and maintain my reputation, I will do the following:

- Greeting them with respect
- Shortly, explaining them why I am late with apology
- Asking everyone the service she/he needs from my office
- Offering services starting vulnerable people and/or by those who reached the office before others

Link the students’ answers to the new lesson

e) Application activity 4.1.2

- Ask student teachers individually to read and do the questions in student’ book
- Provide clear guidelines
- Have some students to share with colleagues

- Supplement students' answers by providing deep explanations
- Provide constructive feedback

Possible answers		
Aspects to evaluate	Yes	No
Customer care	√	
Collaboration with colleagues	√	
Respect of laws and superiors	√	
Presence and punctuality at workplace	√	
Management of materials given	√	
Discipline in the job and society	√	
Creativity in the job	√	
Reporting of activities	√	
Effective communication with colleagues and service beneficiaries	√	
Time management	√	
Efforts she/he makes to achieve the objectives of the institution	√	
Problem solving in the case of difficulties	√	
How he/she keeps job-related secrets	√	
Inclusivity and gender responsiveness in service provision	√	
Confidentiality (keeping secrets of the job)	√	

Lesson 3: Avoiding conflict of interest and obligations to respect the code of ethics

a) Learning objective

Suggest the practices that may lead to personal interest

b) Teaching resources

Printed copies of the code of professional ethics for public servant, flip chart, markers

c) Prerequisites/revision/introduction

In Year two, student teachers have acquired the unit 14 "Teachers standards and professional values"; Foundations of education. The understanding of these values and standards of the teachers will facilitate the student teachers learn well this topic "avoiding conflict of interest and obligations to respect the code of ethics".

d) Learning activities

Activity 4.1.3

- Form groups of five
- Distribute sheets in which a case study is written
- Facilitate discussion and sharing of ideas in groups
- Have some groups to present
- Provide supplements and constructive feed back

Possible answers

We are allowed to:

- Play together (boys and girls) the game of preference
- Pray together in depending on everyone's beliefs
- Ask questions in classroom
- Ask permission of going of the school when necessary
- Be in different clubs in the school
- Enter different offices in the school when necessary
- Be in leadership of school and students' committees...

We are not allowed to:

- Get out of classroom or school without permission,
- Sleep together (boys and girls in the same dormitory or 2 boys or 2 girls in the same bed),
- Make noise in classrooms and dormitories
- Have telephone at school
- Eat before praying and eat food of the absent colleagues
- Insult and fight with colleagues and whoever works or visits the school

Link the students answers to the new lesson

e) Application activity 4.1.3

- Distribute flash cards in questions are written
- Provide guidelines
- Have some students to present
- Give constructive feedback

Possible answers

1.

- a) False
- b) False
- c) False
- d) False
- e) True

2. Examples of cases that can lead to punishments for a public servant:

- Ignorance of the code of professional ethics for public servants and related laws
- Corruption of any kinds
- Poor performance compared to the performance contract
- Misuse of materials given
- Discrimination at workplace
- Irregularity at workplace
- Misusing public properties

The special statutes governing teachers in nursery, primary, secondary and technical and vocational education.

Lesson 4. General provisions in the presidential order establishing special statutes governing teachers in nursery, primary, secondary and technical schools

a) Learning objective

Describe the categories and grads of teachers

b) Teaching resources

Printed copies of the special statutes governing teachers in nursery, primary, secondary education and training schools, flip chart, markers

c) Prerequisites/revision/introduction

Previously, students have learnt the code of professional ethics for public servants in this unit 4, sub-heading 4.1. The understanding they developed from there will be a good prerequisite to learning the general provisions in special statutes governing teachers.

d) Learning activities

Activity 4.2.1

- Form groups of five
- Distribute the flash cards in a question is written
- Guide student-teachers' discussions
- Have some groups to present
- Give constructive feedback with deeper explanations

Possible answers

- Commitment
- Motivation
- Love of work
- Punctuality
- Academic qualifications
- Collaboration and cooperation
- Creativity and innovation

Link students' answers to the new lesson

e) Application activity 4.2.1

- Put students in pairs
- Distribute sheets in which questions are written
- Provide guidelines
- Correct each pair
- Give constructive feedback

Possible answers

1.

- Teachers get promotion in right
- Teachers get motivated
- Teachers' salary increases
- Teachers' living standards improved
- Teachers are well managed
- New teachers are inspired to get promotion
- Leads to love of teaching promotion
- Teachers' stability in teaching career

2. For a teacher to be promoted, the following requirements should be fulfilled

- Successful completion of probation period;
- Having awarded a Teaching Licence
- Completion of three years of teaching experience
- Score of at least 80% from evaluation in consecutive 3 years
- Successful completion of CPD in teaching career

Lesson 5. Teachers' recruitment and appointment

a) Learning objective

Explain the requirements for teachers' recruitment and appointment

b) Teaching resources

Printed copies of presidential order establishing special statutes governing teachers in nursery, primary, secondary and technical and vocational education, flip chart, markers

c) Prerequisites/revision/introduction

This lesson develops and has interconnection with previous lessons of this unit. Student teachers need to use the knowledge from previous lesson of this unit effectively. Guide them and match this prerequisite with this lesson.

d) Learning activities

Activity 4.2.2

- Invite student-teachers to read the story in their Books and work in pairs
- Facilitate discussions
- Have some pairs present their findings
- Provide supplements and feedback

Proposed answers

1. The requirements that MUHIRE and KAYITESI fulfilled to be eligible to apply for a teaching job include the following:

- has the required academic qualifications for the posts applied for;
- is at least eighteen (18) years of age;
- has not been sentenced to a term equal to or exceeding six (6) months in a final judgement;
- has not been dismissed from public service or teaching service;

- has not been convicted of the crime of genocide or genocide ideology and other related offences in a final judgement.
- 2. KAYITESI did not immediately get a job because the applicants who passed exam with high marks than hers were many and teaching post were few.
- 3. MUHIRE should spent 12 months which are equal to one academic year before getting a final appointment letter.
- 4. MUHIRE should pass a performance assessment which shows that he is competent at his job.
- 5. The waiting list last for 6 months.

Link the answers to the new lesson

e) Application activity 4.2.2

- Invite student teachers to work in groups
- Give them instructions and clear guidance
- Have groups present
- Other group members may ask questions and supplement.
- Provide additional information with deeper explanations

Provide supplements Possible answers

1. The Ministry in charge of public service has the following responsibilities:
 - To manage the process of teachers' recruitment and appointment through the the public service e-recruitment portal;
 - To maintain, for a period of 24 months, a valid database of all successful candidates who are eligible for appointment and placement in case a vacant positionis reported during that period.

2.

Answer:

A teacher on probation is given opportunity and support to develop his/her professional capacity through the following ways:

- his/her immediate supervisor must team up the teacher on probation with a teacher or teachers highly experienced in subject (s) taught by the teacher on probation or his/her administrative duties, in order for them to assist him/her to effectively use tools put at his/her disposal to fulfill his/her responsibilities and to build self-confidence;
- a teacher or teachers with the responsibility of assisting the teacher on probation write termly reports on his/her performance, which highlight the progress made by the teacher on probation in fulfilling his/her responsibilities and advice given to him/her on perfecting performance.

3.

- a) Notified copy of certificate/degree
 - Curriculum vitae
 - Copy of identity card
 - Birth certificate
 - Medical certificate
 - Criminal records
 - Etc...
- b) The head teacher

Others may include:

- Vice mayors
- Executive secretary of the district
- Executive secretary of the sector
- Ministry of Education

Lesson 6. Statutory position of a teacher

a) Learning objective

Analyse different positions of in-service teacher

b) Teaching resources

Printed copies of presidential order establishing special statutes governing teachers in nursery, primary and secondary education, flip chart, markers

c) Prerequisites/revision/introduction

Student-teachers come from communities where teachers occupy different positions. Again, at school, student-teachers see their tutors occupying different positions in the school. This background knowledge is a big foundation for student-teachers to learn statutory position of a teacher.

d) Learning activities

Activity 4.2.3

- Put student-teachers in pairs
- Request them to read the case study in student's book
- Guide student-teachers' discussion
- Have some pairs to present findings
- Give supplements with constructive feedback

2.6 Possible answers

1. In the community, a teacher may exercise some of the following functions:
 - Chair person, coordinator, secretary or a member of an association, cooperative, company or other public institutions such as Umwalimu SACCO, Umurenge SACCO, Health centre, election commission at district level, sector level or cell level
 - President, secretary of district, sector or cell of consultative committee (INAMA NJYANAMA)
2. The functions that a teacher may exercise in the community cannot handicap his/her teaching activities because there are temporal and most of them consist of attending meetings which are sometimes held in weekend once per month or term. It's up to teacher to plan his/her activities.

Link students' answer to the new lesson

e) Application activity 4.2.3

- Form small groups
- Distribute sheets in which questions are written
- Facilitate discussions in pairs
- Provide constructive feedback and deeper explanations

Possible answers

1.

a) Yes	f. No
b) No	g. No
c) No	h. No
d) Yes	i. No
e) No	
2. The situations in which is allowed not to report himself/herself at school are the following:
 - When she is in maternity leave (female teacher)
 - When she/she is in annual leave
 - When she/he is in training
 - When she/he is on official mission
 - When/she is in authorized absence
 - When she/he is in official public holidays
 - When she/he is sick

3. The following are the factors that may lead to a teacher to having a leave:

- Sickness or illness
- Delivery
- Breastfeeding
- Incident (fortunate or unfortunate event that occurs in his/her family)
- School holidays/public holidays

Lesson 7: Temporary replacement of a teacher

a) Learning objective:

Explain the circumstances under which teacher is temporary replaced

b) Teaching resources

Printed copies of presidential order establishing the special statutes governing teachers in nursery, primary, secondary and technical and vocational education, flip chart, markers

c) Prerequisites/revision/introduction

In Foundations of Education year two, student teachers have studied unit 11 which was “**children’s rights and responsibilities**”, and this explains different rights of children which will facilitate them to learn the rights of the teacher. Moreover, the previous lessons of this unit will enhance their better understanding.

d) Learning activities

Activity 4.2.4

- Invite student teachers to read the story and share with their pairs.
- Request pairs to discuss about the questions about the story.
- Let the pairs present.
- Help them to conclude with additional explanation that connect student with the new lesson.

Possible answers

1. The head teacher violates the right of MUNYANA by giving her short time for maternity leave compared to what she deserved.

2. A female teacher who gives birth has the right to maternity leave of twelve (12) consecutive weeks including two (2) weeks she may take before delivery. A female teacher who wishes to take her maternity leave submits to her immediate supervisor a certificate issued by a recognized medical doctor. A female teacher who gives birth to a still-born baby or whose new-born dies before one (1) month is entitled to a leave of four (4) weeks from the date of birth of the still-born baby or of the date of death of the new-born.
3. No, the Head teacher would have requested a new teacher to replace MUNYANA during her maternity leave.

Link the students' answers the new lesson

e) **Application activity 4.2.4**

- Student teachers work individually and share with their colleagues in pairs.
- Let them have time to discuss.
- Harmonize their discussions and help them to take a clear and positive conclusion.

Possible answers

1. a. false b. true c. false
2. a. His contract was terminated because of his absenteeism and repeated lateness.
b. It affected the proper running of the school.
c. No, this was not the first time because in the letter the mayor mentioned that has absenteeism and repeated lateness. The word repeated emphasizes that it was not the first time. In the letter also they mention that different school authorities have been giving him advice with no effect on his behaviour.

Lesson 8. Rights, obligations and incompatibilities of teacher & responsibilities of the employer

a) Learning objective

Propose the ways of promoting teacher's rights.

b) Teaching resources

Printed copies of the special statutes governing teachers in nursery, primary and secondary education, flip chart, markers

c) Prerequisites/revision/introduction

Student-teachers have learnt children's rights in Foundations of Education Year two, unit 11 and classroom rules that teacher with student set for better functioning of the class and school, internal regulations that student teachers follow on daily basis in the school will facilitate them to learn the code of professional conduct for teacher.

d) Learning activities

Activity 4.2.5

- Put students in pairs
- Invite students read and answer the questions in the student's book
- Facilitate discussions in pairs
- Have some pairs to present findings
- Provide supplementary explanations and constructive feedback

Possible answers

1. Other things I do to ensure the effectiveness of teaching and learning process may include:
 - Management of pupils' behaviours
 - Management of resources and materials found in the classroom
 - Arranging seats to meet the needs of all pupils
 - Management of diversities among pupils
 - Management of pupils' materials in the classroom
 - Ensuring cleanliness of the classroom
2. Pupils are allowed to do the following:
 - Ask and answer questions
 - Play
 - Pray

- Get feedback from assessment
- Have a proper seat
- Get out when she/he asks permission
- Be member of clubs, associations
- Eat but not in classroom

The pupils are not allowed the following:

- Make noise in the classroom
- Sleep in the classroom
- Insult peers and teachers
- Fight in classroom
- Get out of classroom without permission
- Seal classroom and peers' materials

Link students' answers to the new lesson

e) Application activity 4.2.5

- Invite each student to read and do the question in student book
- Give clear guidelines
- Correct individual student
- Provide constructive feedback and deep explanations

Possible answers

1. Teachers' different rights that should be observed during his/her career exercise
 - Right to the salary
 - Right to training
 - Right to the provision of resources and materials
 - Right to annual based performance bonus
 - Right to healthcare services
 - Right to the promotion
2. Teacher is obliged to:
 - Perform his/her duties as required
 - Devote to his/her work
 - Respect and honour the school
 - Be characterized by integrity and impartiality
 - Have a sense of responsibility and public interest

- Respect the instructions given by the superior
 - Preserve the public properties...
3. These are some of the activities that can compromise with the duties of the teacher:
- Holding another job on full time basis in public services
 - Having enterprise under his/her control
 - Being involved in business activities that require him/her missing classes
4. I will promote the rights of my teachers in the following ways:
- To guarantee them leaves in accordance with laws
 - To avail needed materials
 - To follow up their problems related salary
 - To provide training for teachers
 - To motivate them
 - Protect teacher against hazards at school, etc

Lesson 9: Discipline regime

a) Learning objective

Describe the role of disciplinary measures among teacher in the school

b) Teaching resources

Printed copies of the presidential order establishing special statutes governing teachers in nursery, primary, secondary and technical and vocational education

c) Prerequisites/revision/introduction

Through social media, student-teachers get knowledge on various cases of teachers' indiscipline for example teachers who violate girl students; teachers who abandon their classes...in the weekends and holidays, they also see some teachers involved in drunkenness and even fights who are sometimes caught by security organs. This knowledge will enable student-teachers learn better the topic of "disciplinary regime".

d) Learning activities

Activity 4.2.6

- Form groups of 5
- Request student-teachers to read the scenario and answer related questions

- Guide discussions in groups
- Have some groups present findings
- Provide supplements with additional explanation

Possible answers

1. Students can be punished in class because of indiscipline cases such, making noise, damaging and stealing class properties and those of colleagues, refusal to clean the classroom, disrespect, fighting in the classroom...
2. Those who are punished because of wrong doing, I will tell them to respect the classroom rules and regulations because indiscipline does not promote learning. Those who are punished without mistake, I will tell them that they have to report the case to dean of discipline office, if not solved, to the principal. Before punishing, class monitor makes sure the one to be punished is mistaken and avoid all kinds of emotions towards the colleagues. The whole class should respect the rules and regulations set with teachers and sit together to solve indiscipline cases in their class before they reach the dean of discipline office.

Link students' answers to the new lesson

e) Application activity 4.2.6

- Invite individual student to read the case study in student book and answer related questions
- Provide clear guidelines
- Carry out individual and collective correction
- Give feedback with additional information.

Possible answers

1.

Level	Indiscipline case or a problem
1.School administration	a. Problem related to lesson planning
2.Discipline committee at school	d. Drunkenness and fighting with colleagues
3.District level	f. Salary and annual bonus related problem
4.RIB or Police	b. Raping girl student
5.Public service commission	e. Unsolved problem at district level

2. The advantages of having a discipline committee in the school are the following:

- School rules and regulations are assured
- Reduces or prevents indiscipline cases in the school
- Improves school performance(productivity)
- All teachers are at the same level (equal before laws)
- Facilitates teachers' management
- Values such as love, peace, respect, collaboration and team work are promoted
- Rights of teachers are observed

3. The values that are included in this teachers' core value (ikivugo k'indemyabigwi) are the following:

- Hard working
- Patriotism (love of Rwanda and beyond/Africa)
- Love of students
- Trust
- Cooperation and collaboration
- Participation
- Creativity
- Time management
- Resilience
- Role model/exemplary
- Patience

Lesson 10: Appeal procedures

a) Learning objective

Describe the steps through which a teacher who is not happy with the decision taken for him/her can go through to make an appeal.

b) Teaching resources

Student's book of year three foundations of education, printed copies of presidential order establishing the special statutes governing teachers of nursery, primary, secondary and technical and vocational education, internet and other improvised materials by the teacher.

c) Prerequisites/Revision/Introduction (guidance on how to start the lesson)

The student teachers know the procedures they go through to when they are not happy with the decisions taken for them. It will be easy for them to understand the procedure through which the teacher can go through when is not happy with the decisions taken for him/her.

d) Learning activity 4.2.7

- Invite student teachers to read the activity.
- Invite them to discuss activity in groups of four.
- Ask them to present their views.
- Make comment on their answers.

Possible answers

If I were the colleague of that teacher, I would first ask him/her why he/she thinks the district took such decision for him/her and if I find that he/she is innocent, I will advise him/her to make an **appeal** to the next level.

e) Application activity

- Put student-teachers in groups and invite them to read the activity.
- Guide student-teachers' discussions.
- Ask some groups to present their views.
- Make comment on their answers with additional explanations.

Possible answers

The answer is found on heading 4.2.7. However, the student-teachers may provide different answers depending on different understandings.

Lesson 11: Rehabilitation and prescription of a disciplinary fault

a) Learning objective

Identify the requirements of rehabilitation and prescription of a disciplinary fault.

b) Teaching resources

Year three student-teachers' text book of foundations of education, printed copies of presidential order establishing the special statutes governing teachers of nursery, primary, secondary and technical and vocational education, internet, and others improvised by the teacher.

c) Prerequisites/Revision/Introduction (guidance on how to start the lesson)

The student teachers are aware of the steps of making an appeal; the tutor can make revision on it and ask them when someone is made innocent in the case of appeal.

d) Learning activity 4.2.8

- Invite student teachers to read individually the activity and work in pairs to share the views.
- Invite some pairs to make presentation.
- Make a comment on the views of student teachers in accordance with the objective of the new lesson.

Possible answers

If the teacher is innocent, will not be dismissed instead, will be rehabilitated and made innocent.

e) Application activities

- Put student-teachers in groups
- Invite student-teachers read the question in the student book
- Guide student-teachers' discussions
- Provide constructive feedback

Possible answers

First of all, rehabilitation is granted by the authority that imposed the sanction after consultation with the internal disciplinary committee for sanctions of the first category. For sanctions of the second category a decision on rehabilitation is taken by the authority that imposed the sanction after consultation with the Minister in charge of education.

Rehabilitation may be granted if there are sufficient proofs that, after the sanction, a teacher has demonstrated remorse and good behaviour. For the sanctions of the first category, rehabilitation may be granted only after three (3) years from the date on which the sanction was imposed to the teacher. For the sanctions of the second category, rehabilitation may be granted only after seven (7) years from the date on which the sanction was imposed to the teacher.

Lesson 12: Termination of employment of a teacher

a) Learning objective:

Explain the circumstances under which the employment of a teacher takes end.

b) Teaching resources

Printed copies of the presidential order establishing special statutes governing teachers in nursery, primary, secondary and technical and vocational education, flip chart, markers

c) Prerequisites/revision/introduction

Knowledge on the code of professional ethics for public servants previously learnt, and having information about some teachers and other public servants in communities who terminated their job due to different factors will enable student-teachers understand the circumstances in which the employment of teacher takes end.

d) Learning activity 4.2.9

- Form groups of 5
- Request students to read the scenario and answer related questions
- Guide discussions in groups
- Have some groups present findings
- Provide supplements with additional explanations.

Possible answers

- The Code indicates that the professional educator must “create an emotionally and physically safe and healthy learning environment for all students.” If students are uncomfortable with being touched, they do not feel safe and this will impact their learning environment. The community has an expectation that a teacher will behave in a professional manner. The Code specifically reminds educators that their actions reflect directly upon the status and substance of the profession. Mr. J’s behaviour may be viewed as unprofessional if he leaving him vulnerable to possible claims of misconduct with a student. The Code specifically states that the professional educator shall not “sexually or physically harass or abuse students.” Although the physical touching of students may not be intended as a sexual gesture, it may be perceived as such by the student
- .The consequences may vary depending upon whom and how many have expressed concern and the nature of their concern. In the most severe cases, a teacher could lose her/his job and/or teaching license or face criminal charges.

Some districts have or are developing policies regarding physical contact between teachers and students and between students. Mr. J may be in violation of his district's policy. Although unintended, Mr. J may jeopardize his professional and personal reputation with students, families and colleagues.

- c) A conversation with the principal should advise Mr. J to stop all physical contact with students and staff. The conversation and request should be documented in writing. The principal needs to continue monitoring Mr. J's interactions and report Mr. J's actions to district administrators should his behaviour continue. In this kind of case, the students' perception of the nature of the touching must be taken seriously. However, it must also be balanced by the observations of others and the response of the teacher in question. Students must feel that they have been listened to and that efforts will be made to secure their environment. Generate alternative ways for Mr. J to demonstrate support and acceptance toward his students while respecting their personal space and avoiding physical contact.

Link students' answers to the new lesson

e) Application activity

- Invite individual student-teachers to read the question in student book and answer it.
- Provide clear guidelines
- Carry out individual and collective correction
- Give feedback with additional information

Possible answers

In answering this application question, student teachers should base their description on these key considerations:

Grounds for termination of employment of a teacher, Leave of absence for non-specific period, Modalities for leave of absence for a non-specific period, Reinstatement after leave of absence for a non-specific period, Application for resignation, Modalities for resignation, Reinstatement after resignation, Removal from office of a teacher, Requirements for granting termination benefits, Calculation of termination benefits, Retirement, Retirement benefits, Death allowances and funeral expenses, Work certificate.

4.6. Summary of the unit

This unit describes two legal considerations for the teacher. In the first one” **code of professional ethics for public servant**”, the principles of the conduct for public servant, conduct at workplace and obligations and ways of avoiding conflicts of interest are deeply explained. In the second one” **special statute governing teachers in nursery, primary, secondary and technical and vocational education**”, statutory position of in-service teachers, obligations, incompatibilities of teacher, teacher’s recruitment, rehabilitation of a disciplinary fault are analysed in this unit. This part also specifies the rights of teacher and. Finally, it mentions the disciplinary regime, appeal procedures for teachers and the circumstances in which the employment of a teacher takes end.

4.7. Additional Information for teachers

- **Applicability of the law on the general statute for public servant.**

Subject to the provision of this order, the law on the general statute for public service is applicable to teachers in case of lacuna or loophole (**gap**) in the present order. (Article 51)

The article from 107 to article 111 describes the modalities concerning sanctions of a teacher.

- **Modalities concerning the sanction of suspension for a period of three (3) months maximum without pay.**

In case the sanction imposed to a teacher is a suspension for a period of three (3) months maximum without pay, the competent authority indicates dates of the beginning and end of such as suspension.

During the period of the sanction of suspension, the concerned teacher is not entitled to salary and fringe benefits allocated for service purposes.

- **Modalities concerning the sanction of dismissal**

A teacher who is dismissed from work is registered on a black list for public servants prohibited from recruitment into the public service. That black list is prepared by the Ministry in charge of education and submitted to the Ministry in charge of public service.

- **Compensation in case of disciplinary sanction based on the loss or damage of office equipment**

A teacher, who a disciplinary sanction was imposed on because of damage or loss of office equipment in accordance with the provisions of this Order, is also ordered to compensate the school based on the monetary value of the lost or damaged office equipment.

The amount of money to be paid to compensate the damage is communicated through the letter of sanction.

- **Modalities of imposing a sanction in case of concurrence of disciplinary faults**

When a teacher would receive several sanctions as a result of one fact, he/she is imposed only the most severe sanction among sanctions provided for the concerned faults

- **Modalities of sanctioning a teacher on secondment**

When a teacher on secondment is found guilty of a disciplinary fault, he/she is subject to investigations and sanctioned in accordance with the laws of the host institution. Where the teacher referred to in Paragraph One of this Article is found guilty of a disciplinary fault which should be sanctioned by dismissal, the disciplinary proceedings are carried out and the sanction imposed, upon collaboration between the institution of secondment and his/her institution of origin.

4.8. End unit assessment

1. Who are in charge of promoting teachers' rights?
2. What are the instruments to protect teachers' rights
3. To promote teachers' well-being and quality education in Rwanda, Rwanda Education Board (REB) introduced **Indashyikirwa award**. The process of selecting Indashyikirwa starts from school level, sector level, district level, provincial level and national level. Indashyikirwa at all these levels are given various rewards such as envelopes of money, smart phones, lap tops, cows, tablets, motorcars...to thank them due to their hard work in teaching career, to encourage to do much more and inspire other teachers to do so.
 - a) Do you find this practice important? Justify your position with some
 - b) As prospective teachers, what will you do in your school to become indashyikirwa?

Possible answers

1. The following are in charge of promoting and protecting teachers' rights
 - Teachers themselves
 - Colleagues
 - School leaders
 - Students
 - Security organs like RIB, Police
 - Government institutions such as sector, district, public servants commission, REB, Ministry of labour, Ministry of education...

2. The instruments that protect and promote teachers' rights are
- International, regional and national education related laws
 - International and regional declarations and treaties
 - Education related policies
 - Orders such as presidential order establishing teacher's code of conduct and presidential order establishing the code of ethics for public servant

3.

- a) I appreciate the practice of selecting and rewarding indashyikirwa because it calls teachers for competition in achieving quality education in Rwandan schools (lap tops, smart phones and tablets help teachers in research, while envelopes of money, motorcars and cows help teachers improve their welfare).
- b) To become indashyikirwa, I shall:
- Plan my lessons and teach them well
 - Create materials and use them well in teaching process
 - Respect school rules and regulations
 - Respect teachers' code of conduct and code of ethics for public servants
 - Love my students and work for their interests
 - Know my students and meet the needs of individual learner
 - Collaborate with my colleagues to improve teaching and learning activities
 - Manage well given resources and materials
 - Report the activities
 - Providing constructive feedback to my students
 - Avoid voluntary lateness and absenteeism
 - Ensure cleanliness in my class
 - Avoid drunkenness
 - Use well my time (time management), etc

4.9. Additional activities

4.9.1. Remedial activities

Activity 4.2.5

1. At least once a week, you go to the model schools (pre-primary and primary) for teaching practice and during thirty or forty minutes you become class holder. Apart from lesson delivering, what are the others things do you do in the class to ensure the effectiveness of teaching and learning process?
2. Indicate some examples of disciplinary sanctions for a teacher.
3. Answer by true if the statement is correct and by false if the statement is wrong.
 - a) It is not necessary for a new teacher who studied education to take oath before starting he/she job.
 - b) No probation period is required for a person who previously served as a professional teacher rather she/he is reintegrated into the teaching profession.
 - c) A teaching license is issued by the school head teacher because she/he is the one who knows that teacher.
 - d) Presidential order establishing special statutes governing teachers in nursery, primary, secondary and technical and vocational education applies to all public servants except teachers.
 - e) Anyone under 18years with required academic qualifications can be recruited as teacher.
 - f) The article 4 of this order provides only 3 categories of teachers.

Possible answers

1. Other things I do to ensure the effectiveness of teaching and learning process may include:
 - Management of pupils' behaviours
 - Management of resources and materials found in the classroom
 - Arranging seats to meet the needs of all pupils
 - Management of diversities among pupils
 - Management of pupils' materials in the classroom
 - Ensure cleanliness of the classroom
 - Arranging materials
2. Warning, reprimand, suspension, dismissal
3. A) False, b) True, c) False, d) False, e) False, f) False

4.9.2. Consolidation activities

1. With examples, explain the relevance of the presidential order establishing the code of teachers' professional conduct discussed earlier.
2. What do you think are the advantages of promotion for teachers and school?

Possible answers

1. This presidential order establishing the code of teachers' professional conduct is very relevant in the following ways:
 - It specifies the rights of teachers, the procedures to fight for them once violated.
 - It indicates the qualities that should characterize a good teacher.
 - It serves as a guiding compass as teachers seek to steer an ethical and respectful course through their career in teaching.
 - Helps a teacher to uphold the honour and dignity of the teaching profession.
 - It may be used by the education community and the wider public to inform their understanding and expectations of the teaching profession in Rwanda.
 - It can help the Commission as a reference point in exercising its investigative and disciplinary functions.
 - It provides limitations in terms of teachers' behaviours.
 - It instils values in teachers.
 - It reduces conflicts that may arise between teachers and head teachers.
 - The code calls teachers for competition.
 - The code promotes quality education/good performance.
 - The code makes teachers aware of their rights.
2. The promotion (horizontal promotion) is important for teachers and school in the following ways:
 - Promoted teachers are motivated
 - The promoted teachers' salary increases
 - Improvement of living standards of teachers
 - Revenues/income in teachers' families
 - Stability of teachers in the school
 - Promotion of teachers leads to good performance of students because teachers are motivated
 - Teachers' rights are observed
 - Harmonization of teachers in service

3. The situations in which is allowed not to report himself/herself at school are the following:

- When she is in maternity leave (female teacher)
- When she/she is in annual leave
- When she/he is in training
- When she/he is on official mission
- When/she is in authorized absence
- When she/he is in official public holidays
- When she/he is sick

4. The following are the factors that may lead to a teacher to having a leave:

- Sickness or illness
- Delivery
- Breastfeeding
- Incident (fortunate or unfortunate event that occurs in his/her family)
- School holidays/public holidays

4.9.3 Extended activities

1. What is the importance of promoting teacher's rights?
2. A good teacher should be a mirror for everyone not only at school but also outside the school. Explain this statement.
3. Why do you think should a teacher take oath?

Possible answers

1. To promote teacher's rights in important in the following ways:
 - Teachers teach with confidence
 - Teachers work in a happy atmosphere
 - Promotes equality among teachers
 - No conflict among teachers and administration
 - Stability of teachers in the school
 - Improvement of quality education, Etc
2. This statement means that teacher should be a role model of his/her students and society at large. To be so, she/he should be characterized by the following:
 - Wear appropriate clothes
 - Participate in community activities
 - Be a good time manager

- Be a good organizer of his/her activities
- Avoid anti-social practices such as drunkenness, stealing, ...
- Work for his/her students' interests
- Be intellectually and physically clean inside and outside
- Has a good communication with students, colleagues and neighbours
- Interacts and collaborates with everybody not only at school but also in community
- Is humble and flexible (not big headed)
- Act with honesty and integrity, etc

3. Teachers should take oath because of the following reasons:

- It provided by laws
- A teacher as other public servants has duties on which he/she is accountable
- To show teacher's commitment toward the job
- To maintain stability of teachers in their job
- Oath is one of teacher's documents in his/her file
- It confirms professionalism

UNIT 5

INTRODUCTION TO PERSONALITY

5.1. Key unit competence

Justify how knowledge of and respect for different personalities makes teachers more effective.

5.2. Prerequisite

During this unit, student teachers need to revise the content that they have studied in foundations of education in year one. They are units and topics in Foundations of Education which are relevant to this study of introduction to personality. This unit requires much to go back and read again the following topics:

- Introduction to psychology
- Introduction to human development
- Theories of human development
- Developmental milestones
- Factors that influence human development (nature and nurture)
- Introduction to classroom management

This will simply build the fundamental for the mastery of the content of this unit and become easier for further research whenever it may require them to find other useful information related to this unit.

5.3. Cross-cutting issues to be addressed

During this unit the following crosscutting issues should be emphasized.

- a) Gender education:** During this unit, gender education will be addressed as it focuses on the classification of personality and characteristics which may differ from their gender. Remind student teachers that females and males have the same opportunity. This unit does not intent to differentiate them rather it open the gate to everyone to understand how he/she can use their potentials differently and according their gender roles.

With this student-teachers understand the complement between females and males which need to be appreciated.

- b) Comprehensive sexuality Education (CSE):** The tutor needs to equip learners with all necessary information about sexuality that are linked to this unit as it extends the understanding about how both sexes play role in shaping personality which also imply different characteristics of personality, students teachers need to understand better that their personality may also be differentiated according their sex which will make them feel proud of their sexes.
- c) Inclusive education:** This will be much focused on as tutor understands the individual difference that may arise as result of their difference in personality. This may help student teachers to understand well how to help one another in different situation as they may fit according to their different personality. Tutor needs to understand how to cater for individual differences and help them to fit in school environment. Our difference in personality is also our opportunity to explore our potentials.
- d) Peace and values education:** in this unit both student teachers and tutor should understand that they are some of personality characteristics that may seem unusual and this requires them to be patient about these behaviours and create a harmonious environment. This cross cutting issues will also need the tutor to encourage student teachers to shape their personality traits positively and have positive values.

5.4. Guidance on introductory activity:

This introductory activity is intends to arouse student teachers' attention and interest to have idea about personality by reflecting much on the impact of heredity and environment on behaviour. Try to link their answers with the lesson. Create other stories and activities that will enhance them to have views about personality.

Possible answers

1. Aggression, fighting, impoliteness, disobedience,
2. The behaviour of Manzi may be the result of both inheritance and environment.

5.5. List of lessons/sub-heading

No	Lesson title	Learning objectives	Number of periods
1	Key concepts of personality	Explain the key concepts of personality development	2
2	Characteristics of personality	Explain the characteristics of personality by observing different individuals' behaviour.	3
3.	Factors that influence personality	Analyse how both nature and nurture influence personality and appreciate that people are unique and have different personalities.	1
4	Importance of studying personality	Justify the importance of studying the personality for a teacher	1
5	End unit Assessment		1

Lesson 1: Key concepts of personality

a) Learning objective

Explain the key concepts of personality development

b) Teaching resources:

Flashcards, flip chart, markers handout and internet connectivity if available.

c) Prerequisites/Revision/Introduction

As they have studied importance of nature and nurture in year one unit 14, they understand better the way environment and heredity influence human behaviour and this is the basic for personality development. For example the topic of temperament that they learnt in that unit 14.1.3 which was temperament will make them to easily understand better the content of this lesson. Help them to navigate that unit and apply the knowledge they get from that unit and integrate it in this lesson.

d) Learning activities

Activity 5.1

- Prepare flash cards that have different items
- Invite them to select ones that they think can much with the term personality
- They can work in pairs
- Each pair should receive a flash card

Answers

Possible answer for activity 5.1

Character, temperament, emotion, sensitive, self-concept are related to personality.

e) Application activity 5.1

- Ask student teachers to do the activity and you may give them time to think on the activity so that they can do it neatly.
- You may request them to work collaboratively in pairs.

Possible answers

1. Inborn traits
2. Difficult
3. i. The advice I can give to Domina is to stop having worries of her baby and tell her that the baby is normal and it is its personality. Domina should care about her baby and understand those behaviours as normal and avoid frustrating the baby because if frustrated, may even have a temper tantrum.
ii. The baby has difficult or Feisty temperament
4. Trait is usual and constant manner of being, feeling, acting and reacting particular to everybody in his environment. It is also result of experiences and social interaction in your life and it is not stable as temperament. On the other hand temperament is a set of in-born traits that organize the child's approach to the world.

Lesson 2: Characteristics of personality

a) Learning objective

Explain the characteristics of personality by observing different individuals' behaviour.

b) Teaching resources

Flashcards, flip chart, markers, handout and internet connectivity if available.

c) Prerequisites/Revision/Introduction

In addition to the knowledge from unit 14, Student teachers have the image of what is personality and have the knowledge from previous lessons of this unit which can become like a bridge to this lesson. Guide them and make them and motivate them to follow with much interest and focus of the lesson.

d) Learning activities

Activity 5.2

- Guide student teachers and allow them time to read the scenario from the textbook
- Invite them to work in pairs
- They each pair may present to the rest of the classroom

Possible answer for activity 5.2

In pairs discuss let students discuss the questions (1-3) and understand that they are characteristics of personality that we share as individual and others that make individual to differ from others. Also students in pairs will discover that though there are some of personality characteristics that can be changed with situation that there are others that remain consistent over time.

Question 4: according to the story, the boy cannot prove a 100% that he knows her girlfriend.

Because personality is like a mask and it is composed of the observable character and the unobservable character. Therefore the boy knows the observable characteristics of her girlfriend.

e) Application activity 5.2

- Help student teachers to form groups accordingly
- Guide them where they do not understand
- each group should have time to present to their classmates
- on the second question, student teachers think critically to list behaviour they have as group members and classify them according to whether they match with singularity , unity and identity
- They need to first understand the meaning of singularity, unity and identity as they come to study it in this lesson.
- Remember that second question does not have exact question, student teachers need to extent their views.

Possible answer for application Activity 5.2

1. **Personality** is the distinctive and relatively enduring ways of thinking, feeling and acting that characterize a person's responses to life situations. It is the total sum of the ways in which we as individuals characteristically react to ourselves, to our experiences and others.
2. Here, student teachers form groups and ask them to list down the behaviours they have and classify them accordingly.

Lesson 3: Factors that influence personality

a) Learning objective: Analyse how both nature and nurture influence personality and appreciate that people are unique and have different personalities.

b) Teaching resources: Flashcards, flip chart, markers handout and internet connectivity if available.

c) Prerequisites/Revision/Introduction

This lesson is not separated from previous lessons. It builds a foundation from other topics. The more important and core knowledge that is much relevant to this lesson is unit 14 that they learn in year one in the topic of influence of nature and nurture on behaviour will help them to have a starting point that make them to learn this lesson with high motivation and easily understand it.

d) Learning activities

Activity 5.3

- Invite student teachers to read individually the scenario and work in pairs to share with the classmate.
- Have some pairs make presentations
- Ask student teachers to link the environmental and hereditary factors with the development of each individual's behaviour.
- Guide towards the lesson(you can use additional simulating questions)

Possible answer for activity 5.3

Here the tutor guides student teacher to discover the role inheritance and environment play to shape individuals personality. Let them try and they will understand it better at the end of this lesson. Student teachers try to list some of the behaviour that may be changed over time with different situations.

e) Application activity 5.3

- Help student teachers to form group and discuss about the activity
- Each group should have time to present and the rest of class may ask questions or supplement to the presentation.
- Help student teachers to reach the correct conclusion after a disagreement.

Possible answers for application activity 5.3

1. Personality of individual grows out of the social fabric in which he/she lives. Each society has culture, a body of stored knowledge, characteristic ways of thought and feelings, attitudes, goals and ideas. Culture regulates our lives at every turn, from the moment we are born until we die. There is constant pressure upon us to follow a certain type of behaviour that other men have created for us.

Culture influence personality development of an individual in the following ways:

- Internalization of values, ideas and customs through the process of learning from the time of birth.
 - Institutionalization, e.g. various religions, prayers, books and cultural programs that influence the behaviour of people.
2. Sharing a family environment is not likely to lead to similarities in personality. This is probably because parents and other people in the surroundings don't act the same way with all children. Children's temperaments influence how a parent behaves toward them. A child's gender and place in a birth order can also affect how that child is treated and also his/her reaction.

Lesson 4: Importance of studying personality

a) Learning objective: Justify the importance of studying the personality for a teacher

b) Teaching resources: Flashcards, flip chart, markers handout and internet connectivity if it is available.

c) Prerequisites/Revision/Introduction

This lesson should build its foundation from three lesson of this unit which explain in detail key concepts of personality, characteristics of personality and factors that influence personality. Student teachers revise and make a recall on previous lessons which directly help them to the understanding of this lesson. Guide them to discover what learning all the previous lesson of this unit will help them as future teachers.

d) Learning activities

Activity 5.4

- Invite student teachers to read individually the scenario and share with their classmate in pairs.
- Do the activity in pairs
- Guide them and facilitate them whenever possible

- Have some pairs make presentations
- Allow other student teachers to ask questions and give support whenever possible
- Help them to make a fruitful conclusion.

Possible answers for activity 5.4

1. The teacher's criticisms will affect students' personality in the following ways
 - They become hostile towards the teacher and develop it even in their daily life
 - Feel embarrassed
 - Inferiority complex
 - They cannot strive to self actualization
 - They may even hate themselves
 - Students will be less motivated to study
2. The ways the class is likely to react to Mutoni are the following:
 - Make fun of her
 - Nickname her
 - Disregard her

e) Application activity 5.4

- Request student teachers to form group and discuss
- Help them to understand the question
- Student teachers may think other reasons for studying personality development which are not listed in the textbook.
- Whenever it is possible and materials are available, you can allow them make a further research in library or on internet.
- Each group presents its finding and help the whole class to make conclusion.

Possible answers for activity 5.4

The teacher should have knowledge of personality development:

- To enable him to shape the personality of pupils and know how best to do it.
- To enable him understand, explain and predict the behaviour of his pupils. Thus he is able to guide and counsel his pupils effectively.
- Because learning is affected by personality characteristics that a pupil and a teacher bring to bear.

- Because personality is dynamic process and it calls for behaviour adjustments by and individual as result of which the child often faces conflicts and frustration. Such changes should be well understood by the teacher so that s/he provides the required counselling.

5.6. Summary of the unit

In this unit, we have tried to explain in details some key concept of personality, characteristics of personality and factors that influence personality which give us a map of what personality is and, what makes personality of an individual and how both heredity and environment intertwine to influence the personality development of an individual. In this unit we have seen that they are some of the personality traits that are consistent over time and others may be influenced and shaped by environment as we interact with others. Finally at the end of this unit, we looked the reason why a teacher needs to be knowledgeable about personality development. As an individual who always meet with different student in school environment and who can have an impact on personality development of his/her student, we have seen that it is very much important to study personality development in order to understand how she/he can play his/her role effectively to shape students' personality.

5.7. Additional Information for teachers

Distinguished features and characteristics of personality

The results of various experimental studies and observations have led to the identification of the characteristics which include the following:

- The personality is something unique and specific: every one of us is unique pattern in ourselves. No two individual even identical twins behave in precisely the same way over any period of time. Every one of us has specific characteristics for making adjustments.
- Personality exhibits self consciousness as one of its characteristics. Man is described as a person or to have personality when the idea of self enters into his consciousness .H.R Bhatia writes "we do not attribute personality to a dog and even a child cannot be described as a personality because it has only vague sense of personality identity."
- Personality includes everything about a person. It is all that a person has about him. It includes all the behaviour patterns i.e., conative, cognitive and effective and covers not only the conscious activities but goes deeper to semi-conscious and unconscious also.
- It is not just a collection of so many traits or characteristics which is known as personality.

By counting the bricks only how can we explain the wall of a house? It needs something more and personality is more than this. It is organisation of some psychophysical systems or some behaviour characteristics and functions as unified whole. Just as to describe an elephant, we cannot say that it is like pillar only by examining its legs. In the same way by looking through one's physic or sociability we cannot pass judgement over one's personality. It is only when we go carefully into all the aspects; biological as well as social that we can form an idea about his personality.

- Personality is not static, it is dynamic and ever in process of change and modification. As we have said earlier that personality is all that a person has about it him. It gives him all that is needed for his/her unique adjustment in his/her environment. The process of making adjustment to environment is continuous. One has to struggle against the environmental as well as inner forces throughout the span of his/her life. As result one has to bring modification and change in one's personality patterns and it makes the nature of personality dynamic instead of static one.
- Every personality is the product of heredity and environment. Both contribute significantly towards the development of the child's personality.
- Learning and acquisition of experiences contribute towards the growth and development of personality. Every personality is the end product of this process of learning and acquisition.
- Personality should not be equated with one's character. Character is an ethical concept. It represents a moral estimate of the individual while personality as a psychological concept, is more comprehensive term which encircles in its sphere the character as one of the constituents of one's personality.
- Personality may further be differentiated from temperament which can be called a system of emotional disposition. This system of emotional disposition represents only the effective side of one's personality and so personality must be taken as much beyond that of one's temperament.
- Personality should be viewed as different from the ego or the individual self. The word "ego" is generally used for that unified part of one's personality which in ordinary language we call "I". However, as the psychoanalytic view of personality advocated by Freud explains, therefore, stands for more than the ego carries. (Mangal, 1988)

Summary of Disruptive Classroom Personality Styles and Recommended Responses

The study of personality will help teacher to manage effectively the disruptive personality of students in classroom.

- Explosive

- Antisocial
- Passive-Aggressive
- Narcissistic
- Paranoid
- Litigious
- Compulsive

Explosive style	
Characteristics	Response
<p>Characterized by volatility, shouting, profanity, bullying, making threats</p> <p>Most suffer intermittently and are harmless</p> <p>Others may get out of control repeatedly and pose a threat</p>	<p>Remember: Safety first</p> <p>Ask student to quiet down, return to seat, leave</p> <p>If student persists, dismiss class and contact security</p> <p>Document incident and send to designated dean or judicial affairs office</p> <p>Prior warning required by due process</p> <p>Exceptions to free speech</p> <p>Decibel level</p> <p>Obscene or abusive language</p> <p>Relevancy to topic</p> <p>Time—no long, effusive monologue</p>

Anti-social style	
Characteristics	Response
<p>Characterized by cheating, stealing, forging documents, exploiting others also known as sociopathic style</p> <p>Can also physically hurt or even kill others</p> <p>Suffers from deficient or flawed conscience</p> <p>Plays by a different set of rules</p> <p>Has own set of amoral values and precepts</p>	<p>Regarding cheating, honor codes can work well</p> <p>Regarding plagiarism, define it in the syllabus</p> <p>Make penalties proportionate and spell out rules each semester</p> <p>Apply rules to all students in equal measure</p>

Low regard for law or codes of conduct
 Perceives others' good qualities as vulnerabilities to be exploited
 Charm, wit, intelligence, charisma enable them to be engaging and seductive

Passive aggressive style

Characteristics	Response
<p>Appears at first to be passive and compliant</p> <p>Later demonstrates strong elements of defiance and dissension</p> <p>Form of defiance:</p> <p>Chronic lateness</p> <p>Probably form of resistance</p>	<p>Strict rules and adverse consequences usually improve attendance and punctuality</p> <p>Keep records; mention in syllabus that a certain number of late arrivals counts as an absence, and a certain number of absences contributes to a lowered grade</p> <p>Form of defiance:</p> <p>Sleeping in class</p> <p>Rude and unacceptable</p> <p>Response</p> <p>Ask to discuss after class—rule out medical problems like diabetes or narcolepsy</p> <p>Warn that they will be asked to leave immediately if caught sleeping again</p> <p>Form of defiance:</p> <p>Procrastination</p> <p>Usually unconscious and unintentional.</p> <p>Response</p> <p>Discussing may motivate some to overcome pattern</p> <p>Mention campus counseling service as resource</p> <p>Give periodic unscheduled quizzes</p> <p>Compliment and show interest when students submit assignments and keep up with readings</p>

Narsissic style

Characteristics	Response
Arrogant, self-centred, self-entitled, tendency to devalue or denigrate others	Remember that college hired you based on qualifications Do not answer personal questions unless doing so provides a relevant and positive contribution Self-entitled students do not respect boundaries; safeguard privacy by maintaining your own boundaries

Paranoid style

Characteristics	Response
Suspicious, likely to level unfounded accusations and feel picked upon Blames own limitations and failures on others Emboldened when instructors are cowed into submission by their demands	If dissatisfied, they should find another instructor or immediately stop harassing you

Litigious style

Characteristics	Response
Prepared to file a lawsuit at the drop of a hat	– Follow due process procedures i) issue warnings, verbally and in writing ii) cite Code of Student Conduct and possible consequences – Allow them to contest allegations in a hearing

Compulsive style

Characteristics	Response
Preoccupied with orderliness and perfectionism Exerts emotional energy to control others Constantly checks for instructors' imperfections Inflexible about rules and moral principles; can be critical and intolerant	Feel free to remain imperfect Remind them you are a qualified instructor and expect to be treated with respect and dignity

5.8. End unit assessment

Possible answers

- 1. Temperament** refers to a set of innate or inborn traits that organize a child's approach to the world, while personality is what arises within the individual. Personality is acquired on top of the temperament. Temperament can be viewed as an artist's canvas while personality can be viewed as the painting on the canvas. Personality stays constant all through a person's life, consists of certain characteristic patterns like thoughts, feelings and behaviour. Since it is naturally occurring, temperament cannot be taught or learned but despite this fact it can be nurtured as one grows. Personality is also developed over a long period of time and is affected by factors like socialization, education and different pressures in life.
2. The difference between personality and character is that personality often refers to traits that an individual was born with while character largely involves defining an individual's integrity. Common examples of personalities include extroverted, shy, energetic, lazy, confident, funny and negative while character traits may include kindness, honesty and virtue. When meeting an individual for the first time, most people can make at least basic assessment of the person's personality. Although it can take another meeting to confirm the personality, character traits often take a period of time to become apparent to an individual. In contrast to personality, many character traits come from a person's beliefs. Unlike personalities in most instances, character traits may change in time.
3. A school plays an important role in shaping the personality of a pupil, bearing in mind that a significant part of a pupil's life is spent in school
 - The teacher in a school substitutes the parent. His behaviour plays a significant role on the child's development. Autocratic class atmosphere tends to create aggression and hostility. A democratic set up leads to constructive, thoughtful and cooperative behaviour.
 - A school poses new problems to be solved, new taboos to be accepted and new models to be imitated. Children experience integrative teaching and develop positive personality traits of self-reliance, independent thought and cooperative attitude.
 - Children who repeatedly fail in examinations become cruel, unfriendly, unhappy, quarrelsome, impolite, boastful and selfish.
 - The school should therefore train the pupils how it wants them to behave. If the school wishes the pupils to be dependably stable, sincerely motivated and ethically oriented, it should treat them accordingly.

5.9. Additional activities

5.9.1 Remedial activities

1. Alexander Thomas and Stella Chess described three categories of infants: easy, difficult and slow to warm up. these are categories of
 - a) play
 - b) emotions
 - c) toilet training
 - d) temperament**
 - e) smiles
2. Traits are defined as:
 - a) a. physical characteristics that distinguish us from other people
 - b) b. relatively enduring characteristics that influence our behaviour across many situations**
 - c) c. unconscious tendencies to act in different ways according to the situation
 - d) d. permanent personality tendencies that determine our behaviour in any situation
3. Explain three types of temperament according to Thomas and Chess

answer:

They are three types of temperament according to Thomas and chess

i) Easy or flexible (about 40% of most groups of children)

Typically, the easy child is regular in biological rhythms, adaptable, approachable, and generally positive in mood of mild to medium intensity. Such a child is easy for caregivers. S/he is easily toilet trained, learns to sleep through the night, has regular feeding and nap routines, takes to most new situations and people pleasantly, usually adapts to change quickly, is generally cheerful and expresses her/his distress or frustration mildly.

ii) Difficult or Feisty (about 10% of children)

The feisty child is the opposite of the easy child. The child may be hard to get to sleep through the night, her or his feeding and nap schedules may change from day to day, and the child may be difficult to toilet train because of irregular bowel movements.

iii) **The slow to warm up or Fearful child (about 15% of children)**

Finally, there is a group of children who are often called shy. The child in this group also has discomfort with the new and adapts slowly, but unlike the feisty child, this child's negative mood is often expressed slowly and the child may or may not be irregular in sleep, feeling and bowel elimination.

5.9.2. Consolidation activities

1. Paulette and Pauline are identical twins with the same genetic dispositions. They acquired the same education and social values. Can we say that they have the same personality?

Answer:

- a) No, we can't because of these:
 - b) It seems unimaginable that two people can think, act and feel the same way at the same time (singularity)
 - What makes someone's personality is hi/her own identity as an individual.
 - Two people may have common influences through a common education but each remains himself/ herself.
 - One of the personality factors is the personal history of the individual. It is inconceivable that two people share a personal history. (Their personalities differ because of personal experiences).
 - Paulette and Pauline have different personalities because of the environmental factors such as pathological factors, physical factors like climate, relief, diet
2. Identify the characteristics of personality

Answer:

- **The personality of each person is characterized by:**
- **Singularity:** nobody can behave completely as the same manner as another.
- **Identity:** individual reacts in the same way all time
- **Unity:** individual don't react as the sum total of elements (intelligence, morphology, affectivity, etc.) placed side by side, but as a whole which is unified where elements are interdependent.
- **Consistency**

There is generally a recognizable order and regularity to behaviours. Essentially, people act in the same ways or similar ways in a variety of situations.

- **Psychological and physiological**

Personality is a psychological construct, but research suggests that it is also influenced by biological processes and needs.

- **Impacts behaviours and actions**

Personality does not just influence how we move and respond in our environment; it also causes us to act in certain ways.

- **Multiple expressions**

Personality is displayed in more than just behaviour. It can also be seen in our thoughts, feelings, close relationships, and other social interactions.

3. How does social environment influence one's personality development?

Answer:

The child has his birth in the society. He learns and lives there. Hence, the social environment has an important say in the personality development of the child. The group in which individual lives influences him/her. Those groups are: family, school, religion, social classes and society in general. Those groups influence a person through a process which is called socialisation (imitation, identification, social control). Each group, they determine the rules to follow and the way of behaving.

5.9.3. Extended activities

1. Identify factors that influence personality development.

Answer:

Personality development is influenced by

- i) **Heredity:** tallness, sex, growth of hair, colour of eyes, body complexion and various physical characteristics are to a large extent determined genetically. Heredity also determines the potential of other characteristics such as intelligence and aptitude.
- ii) **Environment:** this determines how much of the set genetic potential shall be realized. What we become also shapes our personality. The following are some examples:
 - The physical appearance of one influences the way one views himself/herself, think of himself/herself and the attitude one has towards himself or herself. Boys who are too tall and muscular for their age are more likely to be self-confident and outgoing. The weaker ones tend to establish negative self-concept.
 - Homes have influence on the development of individual personality. Children from democratic homes are often rated high in leadership, activity, outgoingness, assertiveness, creativity, originality, constructiveness, curiosity and disobedience.

In contrast, children brought up in homes rated high in control and characterized by many clear-cut rules, prohibitions and restrictions tend to be quiet, well behaved, shy, socially unassertive, inhibited, highly conforming and lacking in curiosity and creativity.

- A child develops a sense of security and learns to give affection as results of being continually with her mother or other substitute and receive a care and affection from her. In contrast, young children who are separated from their mothers for long periods of time may develop a sense of insecurity. If they are continually deprived of their mothers' care and warmth, they become affectionless individuals. Such children will have problems when they grow. They will not care what others think of them and they will not have feelings for others.
- The peer influence on personality development is equally important. The need for conformity with cliques make some children do things they would never do by themselves. Peer groups teach sex roles, acceptable social behaviours, interests and expressive and stylistic traits.

UNIT 6

THEORIES OF PERSONALITY

6.1. Key Unit competence

Recognize and respond appropriately to different personalities in classroom situations.

6.2. Prerequisite

This unit does not stand alone separately from other units of Foundations of Education, rather it complements with them. Student teachers will need to revise the previous content about the introduction to personality to better understand this unit. They will try to relate it with this unit and continue to emulate it wherever it is applicable.

Student teachers will also go through the following topics of y1 in Foundations of Education as they can also help them to understand better this unit.

- Introduction to psychology
- Introduction to human development
- Theories of human development
- Developmental milestones
- Factors that influence human development (nature and nurture)
- Introduction to classroom management.

As they go through these units and reflect on them, will enhance their curiosity and become motivated to understand the content of this unit easily. The tutor needs to guide them to make a fruitful research that will open their mind to understand this unit easily.

6.3. Cross-cutting issues to be addressed

During this unit the following crosscutting issues should be emphasized.

- a) Gender education:** During this unit, gender education will be addressed as it focuses on the classification of personality and characteristics which may differ from their gender.

Remind student teachers that females and males have the same opportunity. This unit does not intend to differentiate them rather it opens the gate to everyone to understand how he/she can use their potentials differently and according to their gender roles. With this student teacher understand the complement between females and males which need to be appreciated.

- b) Comprehensive sexuality Education (CSE):** the tutor needs to equip learners with all necessary information about sexuality that are linked to this unit as it extends the understanding about how both sexes need to go through stages of Sigmund Freud and their sex also imply different characteristics of personality, student-teachers need to understand better that their personality may also be differentiated according to their sex which will make them feel proud of their sexes.
- c) Inclusive education:** This will be much focused on as tutor understands the individual difference that may arise as result of their difference in personality. This may help student teachers to understand well how to help one another in different situation as they may fit according to their different personality. Tutor needs to understand how to cater for individual differences and help them to fit in school environment. Our difference in personality is also our opportunity to explore our potentials.
- d) Peace and values education:** in this unit both student teachers and tutor should understand that they are some of personality characteristics that may seem unusual and this requires them to be patient about these behaviours and create a harmonious environment. This cross cutting issues will also need the tutor to encourage student teachers to shape their personality traits positively and have positive values.

6.4. Guidance on introductory activity:

This activity will help student teachers to get acquainted with this unit and have general overview of the whole unit. Introduce them with clear examples to support their work and motivate them so that they can have full attention and interest to learn this unit.

You may also cut the flip chart into small flash cards and write list of traits given in activity one and display them in classroom. Students may also work in pairs with 2 flash cards. One that has a list of behaviours or traits and other that has table that they need to match.

Guide them and make them focus on activity as it is the key to the whole unit.

Possible answers

1. From this question, the tutor allows student teachers time to select behaviours from the list given and request them to be trustworthy as some of the behaviour may seem negative and student may also avoid choosing them.
2. On this activity , you may also allow your student teachers to make a research if the internet connectivity is available

Psychologists	Views
Sigmund Freud	He developed Psychosexual development Personality structure
Albert Bandura	Social learning theory
Abraham Maslow	Hierarchy of human needs
Erik Erikson	Psychosocial development

6.5. List of lessons/sub-heading

No	Lesson title	Learning objectives	Number of periods
1	Psychoanalytical approach	Explain the psychoanalytic theory and the contribution of Sigmund Freud to its development	3
2	Humanistic approach	Explain the humanistic theory of personality and explain its relevance to classroom.	3
3	Social cognitive approach	<ul style="list-style-type: none">– Analyze contributions of social cognitive approach to the field of personality psychology.– Give an overview of social cognitive approach to personality, noting some of the major ideas about how our personalities are shaped.– Discuss the major components of social-cognitive theories of personality	3
4	Introduction to trait approach	Understand and explain the key points , strength and limitations of trait approach	2
5	Typological method	Examine different typological methods and match them with their own behaviours	5

6	The big 5 dimensions of personality traits	Evaluate the strengths and limitations of the five-factor model of personality traits.	5
7	Educational implications of personality study	Explain the implications of personality study to education Apply the knowledge of personality when interacting with others in society	4
8	End unit Assessment		1

Lesson 1: Psychoanalytical approach

a) Learning objective: Explain the psychoanalytic theory and the contribution of Sigmund Freud to its development

b) Teaching resources: Markers, flip chart, flash cards, internet, handout

c) Prerequisites/Revision/Introduction

This lesson has interconnection with other lesson learnt previously. Student teacher need to apply knowledge from other unit learnt in this unit, especially unit 12 of year one foundations of education in its topic of psychosexual development theory that was developed by Sigmund Freud. This will help them to effectively go with the tutor with much attention and full participation.

d) Learning activities

Activity 6.1.1

- Invite student teachers to read individually the scenario and work in pairs to share with the classmate.
- Have some pairs make presentations of their answers.
- Ask student teachers to comment and guide them to take a sound conclusion.

Possible answers

1. Here students may find possible answers that match with questions according to the scenario. The following may also guide you:
 - i) It is because they were hungry and they were still far from home
 - ii) CYUZUZO understands that stealing is prohibited and it is sin as they studied it in Religious studies.

- iii) First KALISA was sharp and impolite which means he cannot fear to steal
 - Second MIZERO was careless which means that stealing was meaningless and simple activity as they were hungry. He cannot think about the effect
 - Thirdly, CYUZUZO was young among the three, which means he cannot oppose them. He was also shy and he may have fear to oppose them.
- iv) If they were caught they would have repaid the owner of sugar canes plantation
 - Other students would mock to them and attribute to them negative image every time that they see them.
 - The three boys would lose self-confidence and become less motivated with a hostile
 - This might have distorted their personalities.
- v) On this question let student teacher extend their views and share with their colleagues.

e) Application activities

- On this activity, student teachers work in groups and share with their classmates during presentation.
- You may allow them to easily access internet if it is available for further research about psychoanalytic approach.

Answers to application 6.1.1

Possible answers

1. Sigmund Freud's treatment of emotional disorders led him to believe that they spring from unconscious dynamics, which he sought to analyse through free associations and dreams. He referred to his theory and techniques as psychoanalysis. He saw personality as composed of pleasure-seeking psychic impulses (the id), a reality-oriented executive (the ego), and an internalized set of ideals (the superego). He believed that children develop through psychosexual stages, and that our personalities are influenced by how we have resolved conflicts associated with these stages and whether we have remained fixated at any stage.
2. Tensions between the demands of id and superego cause anxiety. The ego copes by using defence mechanisms, especially repression.

3. Neo-Freudians Alfred Adler, Karen Horney, and Carl Jung accepted many of Freud's ideas. But Adler and Horney argued that we have motives other than sex and aggression and that the ego's conscious control is greater than Freud supposed, and Jung proposed a collective unconscious.

Psychodynamic theorists share Freud's view that unconscious mental processes, inner conflicts, and childhood experiences are important influences on personality.

4. i.C ii. D iii. E iv. A v. B vi. F

Lesson 2: Humanistic approach

a) Learning objective: Explain the humanistic theory of personality and its relevance to classroom.

b) Teaching resources: Markers, flip chart, flash cards, internet, handout

c) Prerequisites/Revision/Introduction

This lesson has interconnection with other lessons learnt previously. Student teacher need to apply knowledge from other lessons learnt from year one in foundations of education. Especially unit 10 of year two foundations of education in its topic of motivation. This needs also attention of the tutor to make sure that he has gone through additional information in tutor's guide foundations of education unit 10 where there is a clear description of pyramid hierarchy of human needs.

d) Learning activities

Activity 6.1.2

- Invite student teachers to read individually the scenario and work in pairs to share with the classmate.
- Ask them to design and put 5 hierarchy of human needs on the pyramid
- Have some pairs make presentations and share with their classmate
- Ask student to comment and guide them to make a sound conclusion

Possible answers

1. There are five levels of hierarchy of human needs.

Which are: physiological needs safety needs, love and belongingness needs, self-esteem needs and self-actualization.

2. The child who stole food of his brother wants to achieve physiological needs.

The rich family which is happy can be classified in self-esteem level. The husband has prestige in the village and is well known among his neighbours. On the other hand, another family seems to be miserable and family members have not what to eat. So they are still struggling with fulfilling the physiological needs (They may even reach the second and third level but at the lowest level.

3. The level which is rarely achieved is self-actualization level.

e) Application activities

Answers to application 6.1.2.

- You can help student teachers to form group and discuss questions
- Help them also to access other source of information (e.g. internet, library) to make research)
- Give them time to make presentations
- Classmates may comment and ask questions
- Guide them whenever they get stuck and help them to come up with a sound conclusion

Possible answers

1. Humanistic psychologists sought to turn psychology's attention toward the growth potential of healthy people.
 - Abraham Maslow believed that if basic human needs are fulfilled, people will strive toward self-actualization.
 - To nurture growth in others, Carl Rogers advised being genuine, accepting, and empathic.
 - In this climate of unconditional positive regard, he believed, people can develop a deeper self-awareness and a more realistic and positive self-concept.
2. Humanistic psychologists assessed personality through questionnaires on which people reported their self-concept and in therapy by seeking to understand others' subjective personal experiences.
3. Humanistic psychology helped to renew psychology's interest in the concept of self. Nevertheless, humanistic psychology's critics complained that its concepts were vague and subjective, its values Western and self-centred, and its assumptions naively optimistic.

4. In contemporary psychology, the self is assumed to be the center of personality, the organizer of our thoughts, feelings, and actions. Research confirms the benefits of high self-esteem, but it also warns of the dangers of unrealistically high self-esteem. The self-serving bias leads us to perceive ourselves favourably, often causing us to overestimate our abilities and underestimate our faults.
5. In Freud's view, anxiety is caused by inability of ego to balance adequately the demands of Id and the superego.
6. Self-actualizing people tend to be both aware and accepting of themselves. They are open and spontaneous. They tend to enjoy their work and typically feel they have a mission to fulfil. They have close friendships without being overly dependent on other people. They also tend to have good sense of humour. They are more likely than other people to have peak experiences that are spiritually or emotionally satisfying.

Lesson 3: social cognitive approach

a) Learning objective:

- Analyze contributions of social cognitive approach to the field of personality psychology.
- Give an overview of social cognitive approach to personality, noting some of the major ideas about how our personalities are shaped.
- Discuss the major components of social-cognitive theories of personality

b) Teaching resources: Markers, flip chart, flash cards, internet, handout

c) Prerequisites/Revision/Introduction

This lesson does not stand alone; rather it is interconnected with other lessons learnt previously. Student teachers need to apply knowledge from other lessons learnt from year one and two of foundations of education in this lesson, especially, unit 12 of year one in its topics of cognitive development theory and social development theory. This will need also a quick revision and reflection on unit 9 of year two specifically in the lesson of social learning theories by Albert Bandura. All these prerequisites will enhance student teachers' prior knowledge and skills to follow with much interest and understanding of this lesson. Tutor needs to guide them effectively with probing questions that direct them to the new lesson.

d) Learning activities

Activity 6.1.3

- Help student teachers to form groups and focus on the activity
- Guide them and provide support whenever necessary
- Allow each group time to share its findings with their classmate

Possible answer for activity 6.1.3

1. Social learning theory, theorized by Albert Bandura, posits that people learn from one another, via observation learning, imitation and modeling.
2. Uwiba ahete ababwiriza uwo mu mugongo is a Rwandan adage that explains how a young child in the back may learn the behaviour of his/her caregiver by observing what is being done. This is much related to Bandura's observational learning and this young child will later display the observed behaviour.
3. Although teacher has less influence on students' behaviour outside the school environment, within the classroom, they are the major source of modelled information. By observing teacher, students learn not only academic skills but also much important non academic behaviours. They may learn interpersonal interaction skills by observing how teacher interact with them. They also adopt teacher's attitudes towards a variety of issues, ranging from those related to education and schooling to those extending beyond the classroom. They even imitate mannerisms that their teachers exhibit, ways of dressing and walking.

e) Application activities

Answers to application 6.1.3.

- Student teachers return back in their respective groups they used during the activity 6.1.3
- Give them time to work and focus on the activity
- Let each group present its final work
- Others group may comment, supplement and ask questions
- Help them to reach a sound and clear conclusion.

Possible answers

1. The social-cognitive perspective applies principles of learning, cognition, and social behaviour to personality, with particular emphasis on the ways in which our personality influences and is influenced by our interaction with the environment. It assumes reciprocal determinism—that personal-cognitive factors interact with the environment to influence people’s behaviour.
2. By studying how people vary in their perceived locus of control (external or internal), researchers have found that a sense of personal control helps people to cope with life. Research on learned helplessness evolved into research on the effects of optimism and pessimism, which led to a broader positive psychology movement.
3. They tend to believe that the best way to predict someone’s behaviour in a given situation is to observe that person’s behaviour in similar situations.
4. Though faulted for underemphasizing the importance of unconscious dynamics, emotions, and inner traits, the social cognitive perspective builds on psychology’s well-established concepts of learning and cognition and reminds us of the power of social situations.

The theory does not provide a full explanation of how social cognition, behaviour, environment and personality are related theory known as reciprocal determinism)

Another criticism is that the theory is not a unified theory..

Another limitation is that not all social learning can be directly observed. The theory tends to ignore maturation throughout the lifespan.

Lesson 4: Introduction to trait approach

a) Learning objective: Understand and explain the key points, strength and limitations of trait approach

b) Teaching resources: Markers, flip chart, flash cards, internet, handout

c) Prerequisites/Revision/Introduction

This lesson is interrelated with other lessons learnt previously. Student teachers’ need to revise and use content learnt in previous lessons to better understand this lesson. They can focus on key concepts, characteristics and factors of personality that were learnt in previous unit. Once they understand them will help them also to learn effectively and understand the content of this lesson.

d) Learning activities

Activity 6.1.4.1

- Student teachers work in pairs with guidance from tutor
- Two Pairs may join to make pair square and share ideas
- Tutor pass around by asking groups (pair square) they findings
- Tutor may provide additional information that guides student teachers to understand the new lesson

Possible answers

On this activity, students teacher discuss the impact of environment on personality development and how some of the traits can be shaped by environment

e) Application activities

Answers to Application 6.1.4.1

- Invite student teachers to work in pairs
- Encourage them to share their answers with other pairs
- Request each student teacher to talk about what he/she learnt from the lesson

Possible answer for application activity 6 .1.4.1

1. In this activity student teachers have time to do the task in pairs and make presentations
2. They may use Allport 3 levels of personality traits
 - Cardinal traits:
 - Central traits:
 - Secondary traits
3. It focuses on measuring and describing and identifying individual differences in personality in terms of traits.

Lesson 5: typological method

a) Learning objective: Examine different typological methods and match them with their own behaviours

b) Teaching resources: Markers, flip chart, flash cards, internet, handout

c) Prerequisites/Revision/Introduction (guidance on how to start the lesson)

Student teachers has learnt introduction to personality in unity 6 which has lessons related to this one. In addition, most of the previous lessons of this unit introduce clearly this lesson. Student teachers have to use knowledge and skills they got from those lessons efficiently with tutor's facilitation.

d) Learning activities

Activity 6.1.4.2

- Invite student teachers to read individually the scenario and work in pairs to share with the classmate.
- Have pairs share with their classmates (two pairs may join and become a group of four) make presentations.
- Facilitate them whenever they get stuck.

Possible answer

1. According to the story, Mary and her friends Mugeni would be classified under extroverted individuals

Kagoyire on the other hand is in the introvert

2. On this question, the answer is not fixed and student teachers share their different ideas based on what they learnt in previous lessons.

e) Application activities

Answers to Application 6.1.4.2

- On this activity help student teachers to form groups accordingly with the mixture of both sexes where the class has both sexes.
- Encourage both boys and girls to share leadership functions equally
- Invite group to present and share with their colleagues
- Here you may help the student teachers to go in smart classroom (if you have) and make a research (if the internet connectivity is available)

Possible answer for application activity 6.1.4.2

1. Rather than explain the hidden aspects of personality, trait theorists attempt to describe our stable and enduring characteristics. Through factor analysis, researchers have isolated important dimensions of personality. Genetic predispositions influence many traits.
2. The introvert person is an individual who is optimistic, talkative, responsive and lively. S/he prefers the world outside himself/herself. The extremes are outgoing friendly type and are aggressive personalities while an introvert is one who prefers satisfaction with the world within himself/herself. He/she enjoys being alone, he/she retreats to his/her world when he encounters difficulties in life. He/she is often shy and cautious. Extremes are prone to maladjustments or behaviour disorders such as depressions and hallucinations

Lesson 6: The big 5 dimensions of personality traits

a) Learning objective: Evaluate the strengths and limitations of the big five dimensions of personality traits.

b) Teaching resources: Markers, flip chart, flash cards, internet, handout

c) Prerequisites/Revision/Introduction

The previous lessons of the topic "trait theory" were a good prerequisite of this lesson. Together with other lessons studied in unit 6 will help the student teachers to go through this lesson without any kind of difficult. Guide them to use this prerequisite effectively and arouse their interests and attention for maximum understanding of this lesson.

d) Learning activities

Activity 6.1.4.3

- Invite student teachers to think about the answers individually and then share with his/her colleague in pair
- Pairs may also share their views
- Link their answer with the new lesson

Possible answer

On this activity, student teachers have different answers as it does not have the exact answer and they are given time to share their answers with their colleagues.

e) Application activities

Answers to application 6.1.4.3.

- Help student teachers to form groups
- Student teachers discuss in groups
- Have groups present their works
- Others may ask questions, comment while their colleagues are presenting
- provide additional information
- Help them to take a sound conclusion.

Possible answers

1. The Big Five personality dimensions' stability, extraversion, openness, agreeableness, and conscientiousness offer a reasonably comprehensive picture of personality.

2.

This model has limitations as an explanatory or predictive theory and that it does not explain all of human personality.

Some psychologists have dissented from the model because they feel it neglects other domains of personality, such as religiosity, manipulativeness, honesty, sexiness/seductiveness, thriftiness, conservativeness, masculinity/femininity, snobbishness/egotism, sense of humor, and risk-taking/thrill-seeking.

Factor analysis, the statistical method used to identify the dimensional structure of observed variables, lacks a universally recognized basis for choosing among solutions with different numbers of factors.

A five-factor solution depends, on some degree, on the interpretation of the analyst. A larger number of factors may, in fact, underlie these five factors; this has led to disputes about the "true" number of factors.

Proponents of the five-factor model have responded that although other solutions may be viable in a single dataset, only the five-factor structure consistently replicates across different studies.

Another frequent criticism is that the five-factor model is not based on any underlying theory; it is merely an empirical finding that certain descriptors cluster together under factor analysis. This means that while these five factors do exist, the underlying causes behind them are unknown.

3. On this question, the student teacher needs to analyze the characteristics of 5 dimensions of personality traits and classify his/her personality and that one of his/her friends

For example, the student may say that he/she is openness while his/her friend is agreeable according to the traits they have.

Lesson 7: Educational implications of personality

a) Learning objective:

- Explain the implications of personality to education
- Apply the knowledge of personality when interacting with others in society

b) Teaching resources: Markers, flip chart, flash cards, internet, handout

c) Prerequisites/Revision/Introduction

This lesson reflects on the previous lessons of this unit and also previous unit of introduction to personality. Student teachers have learnt them and need to use that knowledge and become a starting point to study the content of this lesson. Help them to revise those related lesson and link them with this current new lesson so that student teacher can have an image of what they are going to learn. Build a bridge and enhance student teachers understanding of this lesson.

d) Learning activities

Activity 6.2

- This activity needs to be done in groups
- Help student teachers to form groups effectively
- Guide them and make them focus on the activity
- Help them to access other sources of information (they may visit the smart room and use internet connectivity for further information if it is available)
- Have groups present while other groups members comment and ask question
- Facilitate them and help them to take a sound conclusion

Guidance on activity 6.2

This activity is reserved to help student teachers to think beyond and use knowledge they got from previous lessons to construct their views.

e) Application activities

Answers to Application 6.2

- Help student teachers to work in group
- Help them to access other sources of information (like smart room, librar, etc)

- Guide them whenever they may need your support
- Have groups present
- Take conclusion and summary with student teachers

Possible answer

This activity is reserved to help student teacher to think beyond and use knowledge they got from previous lessons to construct their views.

6.6. Summary of the unit

During this unit, we have explained deeply the psychoanalytic approach that was influenced by the work of Sigmund Freud to take its existence with unconscious, structure of personality and defence mechanism. Later other psychologist stood against him with other views that come to be known as neo Freudian theorist (Carl Jung, Eric Erikson, Karen Horney, etc.). We proceeded with humanistic which was propounded by Abraham Maslow and his Freud who emphasised the self-actualized concept and how people strive to get there. In addition, Carl Rogers put forward the view of self-concept.

We have a also explained social cognitive theory with the work of Albert Bandura (reciprocal determinism), Walter and Julian Rote. This unit also analysed Trait theory with the work of Allport, Raymond and Eyesenk. This perspective presented also the big five dimensions of personality traits which many authors call also big five personality factors which look to be more effective in explaining one's personality. At the end of this unit, we have seen also the implication of personality study. Personality study is essential for a teacher

6.7. Additional Information for tutor

Temperament and Personality

Another area that has gotten a lot of attention in terms of biological determinants of personality is that of temperament.

Most parents will tell you that their children exhibit general behaviours very early in their development. Some may be stubborn, others happy, and still others may be grumpy. We see these general emotional responses in infants and can often see a trend by the time the child is only a few months old. Many of these parents will also assert that these responses, or temperaments, seem to continue throughout the child's development.

The stubborn infant who cries when put down for a nap may become the stubborn adolescent who rebels against authority or resists society's norms.

The happy and content infant may be the adult who finds friends easily and has a knack for seeing the good in others. When these temperaments are present shortly after birth and continue throughout a person's life, it is difficult to not see a biological connection.

Personality theory

A personality theory is an attempt at explaining behaviour, including how different types of behaviour arise and which patterns can be observed.

There are a number of theories about how personality develops. Different schools of thought in psychology influence many of these theories. Some of these major perspectives on personality include:

Type theories are the early perspectives on personality. These theories suggested that there are a limited number of «personality types» which are related to biological influences.

Trait theory: this tends to view personality as the result of internal characteristics that are genetically based.

Psychodynamic theories of personality are heavily influenced by the work of Sigmund Freud and emphasize the influence of the unconscious mind on personality. Psychodynamic theories include Sigmund Freud's psychosexual stage theory and Erik Erikson's stages of psychosocial development.

Behavioural theory: this suggests that personality is a result of interaction between the individual and the environment. Behavioural theorists study observable and measurable behaviours, often ignoring the role of internal thoughts and feelings. Behavioural theorists include **B.F Skinner** and **John B. Watson**.

Humanist theory: this emphasizes the importance of free will and individual experience in developing a personality. Humanist theorists include **Carl Rogers** and **Abraham Maslow**.

The study of personality has a broad and varied history in psychology with an abundance of theoretical traditions. The major theories include dispositional (trait) perspective, psychodynamic, humanistic, biological, behaviourist, evolutionary, and social learning perspective.

Most, though not all, theories will fall into one of four types: psychoanalytic, humanistic, trait, and social cognitive and these are going to be detailed and analysed in-depth in this unit.

Biological Theory: An Introduction

We start with biological theory for two reasons. First, the theory that our genetic makeup determines, at least in part, our personality has been a strong belief among theorists for thousands of years. Secondly, one of the first questions Personality students often ask is what percentage biology plays in our development as a person.

In its simplest form, biological components strongly determine our physical characteristics such as eye colour, height, hair colour, body type, and general looks. Even if biology plays no direct role in our personality, the way we look certainly affects how we see ourselves and how others interact with us. This indirect affect does, at minimum, play a role in how we develop and who we are as adults.

Research, mainly utilizing co relational studies has determined that other aspects may be directly linked to our genetic make-up. The idea of inherited Intelligence has now been shown to be only partially correct. While biology plays a role, the significance of environment cannot be ignored. A recent phenomenon is the belief that many mental disorders, such as depression and anxiety, are linked to our inherited genes.

While these theories have yet to be proven one way or the other, they certainly influence how we approach mental illness treatment and recovery.

Other aspects of human development, such as temperament and extroversion and introversion have also been shown to have strong biological links. One theorist, Hans Eysenck, believed that much of our personality was determined by biology, and although controversial at times, he continues to be one of the most discussed biological theorist in terms of personality development.

Genetic Research and Biological Theory

How do we go about determining if a trait, a temperament, or a personality feature is inherited through biology or the environment? This question has been answered in part through genetic research. Genetic research, in relation to personality development, refers to studying the role of genetic and environmental factors through manipulation or convenience. In other words, studying fraternal twins raised apart would provide important information related to inherited traits. Studying adopted siblings not related through biology would allow us to look at the environmental factors that shape personality.

Obviously ethical considerations do not allow researchers to manipulate a child's environment to this degree, so the subject pool for such research is slim. Also, because these studies can be so time consuming (e.g., studying one child over a period of years), information is often gathered after the fact.

Through this type of research, however, we have realized some important information. By determining correlations between twins raised together, twins raised apart, and adopted siblings, we have found some fairly strong support that some of our personality is actually inherited. Among the areas found to be related to biology, at least to some degree, are intelligence, introversion-extroversion, and neuroticism.

Trends in Biological Theory

Like many aspects in the measurement of human differences, the study of personality has come full circle. The ancient beliefs about the inheritability of personal characteristics was replaced with more modern theories of environment, socialization, parenting styles, and sexuality. Today, biological components of personality are again gaining influence as more advanced medical techniques are developed. New discoveries such as those propelling DNA studies are fairly new but they open up a whole new area of knowledge in the relationship of genetics and personality.

It is doubtful that we will be able to quantify the biological components of our personality. Like all areas of psychology, absolutes are few and far between, and it is impossible to completely eliminate subjectivity. We are, however, focused again on the role of biology, and even evolution, as we continue to explore the development of human personality.

Introduction to Humanistic Theory

People are Basically Good

Humanistic Psychology gets its name from its belief in the basic goodness and respect of humankind. Its roots are based in existential psychology or the understanding and acceptance of one's own existence and responsibility. Two American psychologists, Abraham Maslow and Carl Rogers paved the way for this new approach to understanding personality and improving the overall satisfaction of individuals.

When conflict between war and peace arose in the early to mid-1960s, so too did the need to understand human nature. Humanistic theory gave us an understandable way to look at man's need for war for the sake of peace. It is a simplistic theory that has become one of the most popular topics in self-help style books and man's struggle for meaning has been and will always be a major part of literature and entertainment.

The basic ideas behind humanistic psychology are simple, some may say overly simple. Humanists hold the following beliefs:

The present is the most important aspect of the person and therefore humanists focus on the here and now rather than looking at the past or trying to predict the future.

Humanistic theory is reality based and to be psychologically healthy people must take responsibility for themselves, whether the person's actions are positive or negative.

The individual, merely by being human, possess an inherent worth. Actions may not be positive but this does not negate the value of the person.

The goal of life should always be to achieve personal growth and understanding. Only through self-improvement and self-knowledge can one truly be happy.

Maslow's Hierarchy of Needs

King of the Mountain

Perhaps the most well-known contribution to humanistic psychology was introduced by Abraham Maslow. Maslow originally studied psychology because of his intrigue with behavioural theory and the writings of John B. Watson.

At the time when he was studying psychology, behaviourism and psychoanalysis were considered the big two. Most courses study these theories and much time was spent determining which theory one would follow. Maslow was on a different path.

He criticized behaviourism and later took the same approach with Freud and his writings. While he acknowledged the presence of the unconscious, he disagreed with Freud's belief that the vast majority of who we are is buried deep beyond our awareness. Maslow believed that we are aware of our motives and drives for the most part and that without the obstacles of life, we would all become psychologically healthy individuals with a deep understanding of ourselves and an acceptance of the world around us. Where Freud saw much negativity, Maslow focused his efforts on understanding the positives of mankind. It could be said that psychoanalytic thought is based on determinism, or aspects beyond our control, and humanistic thought is based on free will.

Maslow's most well-known contribution is the Hierarchy of Needs and this is often used to summarize the belief system of humanistic psychology. The basic premise behind this hierarchy is that we are born with certain needs. Without meeting these initial needs, we will not be able to continue our life and move upward on hierarchy. This first level consists of our physiological needs, or our basic needs for survival. Without food, water, sleep, and oxygen, nothing else in life matters.

Once these needs are met, we can move to the next level, which consists of our need for safety and security. At this level we look seek out safety through other people and strive to find a world that will protect us and keep us free from harm. Without these goals being met, it is extremely difficult to think about higher level needs and therefore we cannot continue to grow.

When we feel safe and secure in our world then we begin to seek out friendships in order to feel a sense of belonging. Maslow's third level, the need for belonging and love, focuses on our desire to be accepted, to fit in, and to feel like we have a place in the world. Getting these needs met propels us closer to the top of this pyramid and into the fourth level, called esteem needs. At this level we focus our energy on self-respect, respect from others, and feeling that we have made accomplishments on our life. We strive to move upward in careers, to gain knowledge about the world, and to work toward a sense of high self-worth.

The final level in the hierarchy is called the need for self-actualization. According to Maslow, many people may be in this level but very few if anybody ever masters it. Self-actualization refers to a complete understanding of the self. To be self-actualized means to truly know who you are, where you belong in the greater society, and to feel like you have accomplished all that you have set out to accomplish. It means to no longer feel shame or guilt, or even hate, but to accept the world and see human nature as inherently good.

Application to Real Life

As you read through the section above, many likely tried to place themselves on one of the five levels of the pyramid. This may be an easy task for some, but many struggle with the ups and downs of life. For many of us, life is not that straight forward. We often have one foot in one level, the other foot in the next level, and are reaching at times trying to pull ourselves up while making sure we don't fall backward at other times.

As we climb the pyramid, we often make headway but also notice that two steps forward can mean one step back. Sometimes it even feels like two steps forward means three steps back. The goal of mankind, however, is to keep an eye on the top of the pyramid and to climb as steadily as possible. We may stumble at times and we may leap forward at times. No matter how far we fall backward, however, the road back up is easier since we already know the way.

Psychoanalytic Theory

Sigmund Freud's View of Personality

Sigmund Freud's life may be a classic example of psychoanalytic theory. Or, perhaps, psychoanalytic theory is a classic metaphor for Sigmund Freud's life.

Growing up in Vienna, he was trained as a physician, completed medical school and hoped to make a name for himself in the medical profession. His attempts to do this were not forthcoming and after receiving a grant to study hypnosis in Paris, Freud changed his focus from the medical model of diagnosis and treatment to that of a psychological nature.

He is important as the first major theorist to write exclusively about non-biological approaches to both understanding and treating certain illnesses. These illnesses, specifically what was then called hysteria, were considered medical in his time, but were reshaped through his theories.

Although Freud's father had several children from a previous marriage, he was the first child of his mother. As such, it is reported that he was her favorite. He was given special attention and was the only of her children to have his own room and a reading lamp for studying at night. Their relationship was very close although his relationship with his father was described as cold and perhaps even hostile.

After completing his hypnosis grant, he published his first book *The Interpretation of Dreams*, and although it originally sold only 600 copies, it has become one of the most respected and most controversial books on personality theory.

In this book, he described his views of the human psyche, introducing the concept of the unconscious to the medical world. In a world of biological theorists, this concept was not accepted by many of his colleagues.

Over the next 30 plus years, he continued to develop the theories discussed later in this chapter. He and his wife, Martha, had six children and it appears he treated his youngest daughter, Anna, much the same way his mother treated him. Anna later followed in her father's psychoanalytic footsteps and became a well-known personality theorist, taking over Freud's psychoanalytical movement.

As you progress through his theories, keep in mind the time frame and location of Freud's life. Look at the relationship he had with his mother and father and you will see many aspects of his theories at play. The question remains, did Freud base the theories on his own life or has his insight into his own life allowed him to uncover the unconscious drives in all of us. Whatever your answer, Freud's theories are alive and well in the realm of personality development

Drives, Structural and Topographical Models

What Drives Us?

According to Sigmund Freud, there are only two basic drives that serve to motivate all thoughts, emotions, and behaviour. These two drives are, simply

put, sex and aggression. Also called Eros and Thanatos, or life and death, respectively, they underlie every motivation we as humans experience.

As you learn more about Freud's theories, you'll start to see a sexual pattern develop, one that emphasizes sex as a major driving force in human nature. While this can seem overdone at times, remember what sex represents. Sexual activity is a means to procreation, to bringing about life and therefore assuring the continuation of our bloodline. Even in other animals, sex is a primary force to assure the survival of the species.

Aggression, or the death instinct, on the other hand serves just the opposite goal. Aggression is a way to protect us from those attempting harm. The aggression drive is a means to allow us to procreate while at the same time eliminating our enemies who may try to prevent us from doing so.

While it sounds very primitive, it must not be looked at merely as sexual activity and aggressive acts. These drives entail the whole survival instinct and could, perhaps, be combined into this one drive: The drive to stay alive, procreate, and prevent others from stopping or reducing these needs. Looking at the animal kingdom it is easy to see these forces driving most, if not all, of their behaviour.

Lets look at a few examples. Why would an adult decide to get a college degree? According to Freud, we are driven to improve ourselves so that we may be more attractive to the opposite sex and therefore attract a better mate. With a better mate, we are more likely to produce offspring and therefore continue our bloodline. Furthermore, a college degree is likely to bring a higher income, permitting advantages over others who may be seen as our adversaries.

Freud's Structural and Topographical Models of Personality

Sigmund Freud's Theory is quite complex and although his writings on psychosexual development set the groundwork for how our personalities developed, it was only one of five parts to his overall theory of personality. He also believed that different driving forces develop during these stages which play an important role in how we interact with the world.

Structural Model (id, ego, superego)

According to Freud, we are born with our Id. The id is an important part of our personality because as newborns, it allows us to get our basic needs met. Freud believed that the id is based on our pleasure principle. In other words, the id wants whatever feels good at the time, with no consideration for the reality of the situation. When a child is hungry, the id wants food, and therefore the

child cries. When the child needs to be changed, the id cries. When the child is uncomfortable, in pain, too hot, too cold, or just wants attention, the id speaks up until his/her needs are met.

The id doesn't care about reality, about the needs of anyone else, only its own satisfaction. If you think about it, babies are not real considerate of their parents' wishes. They have no care for time, whether their parents are sleeping, relaxing, eating dinner, or bathing. When the id wants something, nothing else is important.

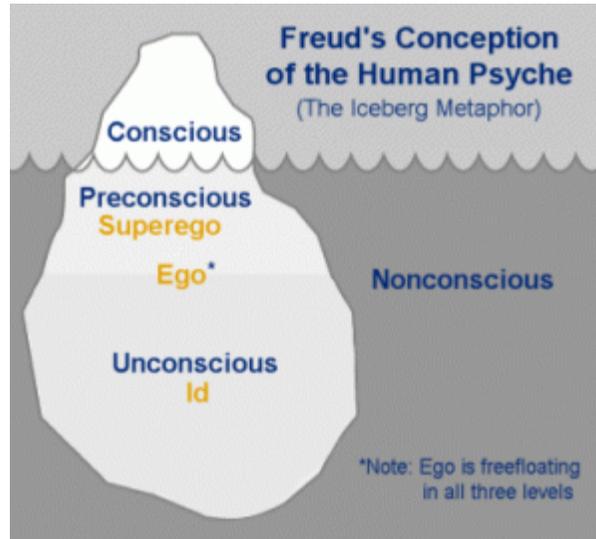
Within the next three years, as the child interacts more and more with the world, the second part of the personality begins to develop. Freud called this part the Ego. The ego is based on the reality principle. The ego understands that other people have needs and desires and that sometimes being impulsive or selfish can hurt us in the long run. It's the ego's job to meet the needs of the id, while taking into consideration the reality of the situation.

By the age of five, or the end of the phallic stage of development, the Superego develops. The Superego is the moral part of us and develops due to the moral and ethical restraints placed on us by our caregivers. Many equate the superego with the conscience as it dictates our belief of right and wrong.

Topographical Model

Freud believed that the majority of what we experience in our lives, the underlying emotions, beliefs, feelings, and impulses are not available to us at a conscious level. He believed that most of what drives us is buried in our unconscious. If you remember the Oedipus and Electra Complex, they were both pushed down into the unconscious, out of our awareness due to the extreme anxiety they caused. While buried there, however, they continue to impact us dramatically according to Freud.

The role of the unconscious is only one part of the model. Freud also believed that everything we are aware of is stored in our conscious. Our conscious makes up a very small part of who we are. In other words, at any given time, we are only aware of a very small part of what makes up our personality; most of what we are is buried and inaccessible.



The final part is the preconscious or subconscious. This is the part of us that we can access if prompted, but is not in our active conscious. Its right below the surface, but still buried somewhat unless we search for it. Information such as our telephone number, some childhood memories, or the name of your best childhood friend is stored in the preconscious.

Because the unconscious is so large, and because we are only aware of the very small conscious at any given time, this theory has been likened to an iceberg, where the vast majority is buried beneath the water's surface. The water, by the way, would represent everything that we are not aware of, have not experienced, and that has not been integrated into our personalities, referred to as the non-conscious.

<https://allpsych.com/personalitysynopsis/temperament/>

Personality disorders

Definition

Personality disorders are a group of psychiatric conditions marked by chronic behaviour patterns that cause serious problems with relationships and work.

Causes

The causes of personality disorders are unknown. However, many genetic and environmental factors are thought to play a role.

Symptoms

Symptoms vary widely depending on the type of personality disorder.

In general, personality disorders involve feelings, thoughts, and behaviours that do not adapt to a wide range of settings.

These patterns usually begin in adolescence and may lead to problems in social and work situations.

Behavioural disorders

Neurosis

Neurosis was coined by the Scottish William Cullen in 1769 to refer to disorder of sense and motion caused by a general affection of the nervous system.

It derives from the Greek word neuron (nerve) with suffix – oisis (diseased or abnormal condition).

In general, we can define neurosis as functional mental disorder involving distress (mental suffering) where behaviour is not outside socially acceptable norms.

Forms of neurosis

There many different specific forms of neurosis: obsessive-compulsive disorder, anxiety, hysteria and endless variety of phobias and pyromania.

Obsessive-compulsive disorder

It is an anxiety disorder characterized by obsession (thoughts which seem uncontrollable) and compulsions (behaviour which act to reduce the compulsions).

These obsessions and compulsions are disruptive to the person's everyday life, with sometimes hours being spent each day repeating things which completed successfully already such as checking, counting, cleaning or bathing.

Anxiety

It is a psychological and physiological state characterised by cognitive, somatic, emotional and behavioural components. Anxiety is generalized mood condition that occurs without an identifiable triggering stimulus. As such, it is distinguished from fear, which occurs in the presence of an external threat.

Anxiety is a normal reaction to stress. It may help a person to deal with a difficult situation, for example at work or at school, by prompting one to cope with it. When anxiety becomes excessive, it may fall under the classification of an anxiety disorder.

Anxiety can be accompanied by physical effects such as heart palpitations, fatigue, nausea, chest pain, shortness of breath; stomach-aches, headaches, blood pressure and heart rate are increased. External signs of anxiety may include pale skin, sweating, trembling and pupillary.

Hysteria

It is a state of mind, one of unmanageable fear or emotional excesses. The fear is often caused by multiple events in one's past that involved some sort of severe conflict; the fear can be centred on a body part or most commonly on an imagined problem with that body part. People who are hysterical often lose self-control due to the overwhelming fear.

In the **western world**, until the seventeenth century, **hysteria**, referred to a medical condition thought to be particular to women and caused by disturbances of the **uterus** (from the Greek "*hystera*" = uterus).

The origin of the term hysteria is commonly attributed to **Hippocrates**, even though the term isn't used in the writings that are collectively known as the **Hippocratic corpus**. The Hippocratic corpus refer to a variety of illness symptoms, such as suffocation and Heracles' disease, that were supposedly caused by the movement of a woman's uterus to various locations within her body as it became light and dry due to a lack of bodily fluids. One passage recommends pregnancy to cure such symptoms, ostensibly because intercourse will "moisten" the womb and facilitate blood circulation within the body.

By the mid to late 19th century, hysteria (or sometimes female hysteria) came to refer to what is today generally considered to be sexual dysfunction. Typical treatment was massage of the patient's genitalia by the physician and, later, by vibrators or water sprays to cause orgasm.

Phobia

A phobia is an irrational, intense and persistent fear of certain situations, activities, things, animals, or people.

The main symptom of this disorder is the excessive and unreasonable desire to avoid the feared stimulus. When the fear is beyond one's control, and if the fear is interfering with daily life, then a diagnosis under one of the anxiety disorder can be made.

This is caused by what are called neutral, unconditioned, and conditioned stimuli, which trigger either conditioned or unconditioned responses. An example would be a person who was attacked by a dog (the unconditioned stimulus) would respond with an unconditioned response. When this happens, the unconditioned stimulus of them being attacked by the dog would become conditioned, and to

this now conditioned stimulus, they would develop a conditioned response. If the occurrence had enough of an impact on this certain person then they would develop a fear of that dog, or in some cases, an irrational fear of all dogs.

Phobia is termed as an irrational fear of a specific object or activity. There are many strange, common, unusual, funny and weird phobias that most of us develop during childhood or late adolescence.

Categories of phobias:

Psychiatry divides the various different kinds of phobias into three different categories.

Agoraphobia: This is the fear of public places and open spaces. This is the most common of all phobias and often leads to panic attacks. People with this fear avoid crowded places such as malls, theatres and parties.

Social Phobia: This is the fear of social situations that often leads to anxiety. People with this fear easily interact with close friends and relatives but when it comes to strangers they tend to develop a fear of embarrassment and uneasiness. As a result they avoid social gatherings and meeting new people.

Simple Phobia: Also called specific phobia is the fear of specific objects, situations or activities. Specific phobia is further subdivided to environmental fear, animal fear, situational fear and medical fear.

Other phobias under simple phobias are fear of cooking, fear of injury, fear of death and fear of clowns. These are very common fears that are usually developed during the early formative years of childhood or at adolescence. Some of them go away as the child grows but some last till death.

Examples of phobias

Examples of phobias	Meaning
ablutophobia	fear of bathing, washing, or cleaning.
Acrophobia	fear of heights.
Agoraphobia	fear of spaces and situations that may cause panic
Aichmophobia	fear of sharp or pointed objects (such as a needle or knife).
Algophobia	fear of pain.
Agyrophobia	fear of crossing roads.
Androphobia	fear of men.
Anthrophobia	fear of people or being in a company, a form of Social phobia
Anthophobia	fear of flowers.
Aquaphobia	fear of water.

Pyromania

The term pyromania comes from two Greek words ('pyr', fire) and "loss of reason" or "madness. Pyromania is defined as a pattern of deliberate setting of fires for pleasure or satisfaction derived from the relief of tension experienced before the fire-setting.

Causes

Freud had hypothesized that fire setting represented a regression to a primitive desire to demonstrate power over nature. Antisocial behaviours and attitudes. Adolescent fire setters have often committed other crimes, including forcible rape (11%), nonviolent sexual offenses (18%), and vandalism of property (19%).

Individual factors that contribute to fire setting include:

Sensation seeking: Some youths are attracted to fire setting out of boredom and a lack of other forms of recreation.

Attention seeking: Fire setting becomes a way of provoking reactions from parents and other authorities.

Lack of social skills: Many youths arrested for fire setting are described by others as "loners" and rarely have significant friendships.

Lack of fire-safety skills and ignorance of the dangers associated with fire setting.

Environmental factors in adolescent fire setting include:

- Poor supervision on the part of parents and other significant adults.
- Early learning experiences of watching adults use fire carelessly or inappropriately.
- Parental neglect or emotional involvement.

Parental psychopathology. Fire setters are significantly more likely to have been physically or sexually abused than children of similar economic or geographic backgrounds. They are also more likely to have witnessed their parents abusing drugs or acting violently.

Peer pressure. Having peers who smoke or play with fire is a risk factor for a child's setting fires himself.

Stressful life events. Some children and adolescents resort to fire setting as a way of coping with crises in their lives and/or limited family support for dealing with crises.

Symptoms

Fire setting among children and adolescents and pyromania in adults may be either chronic or episodic; some persons may set fires frequently as a way of relieving tension, others apparently do so only during periods of unusual stress in their lives.

In addition to the outward behaviour of fire setting, pyromania in adults has been associated with symptoms that include depressed mood, thoughts of suicide, repeated conflicts in interpersonal relationships, and poor ability to cope with stress.

Psychosis

Psychosis (from the Greek “psyche”, for mind/soul, and “-osis”, for abnormal condition) means abnormal condition of the mind, and is a generic **psychiatric** term for a mental state often described as involving a “loss of contact with reality”.. People suffering from psychosis are described as *psychotic*.

People experiencing psychosis may report **hallucination or delusional** beliefs, and may exhibit personality changes and thought disorder. Depending on its severity, this may be accompanied by unusual or bizarre behaviour, as well as difficulty with social interaction and impairment in carrying out the daily life activities.

Signs and symptoms

Psychotic symptoms may include:

- Disorganized thought and speech
- False beliefs that are not based in reality (delusions), especially unfounded fear or suspicion
- Hearing, seeing, or feeling things that are not there (hallucinations)
- Thoughts that “jump” between unrelated topics (disordered thinking)

Causes

Functional causes of psychosis include the following:

- brain tumours, drug abuse, brain damage, severe psychosocial stress, sleep deprivation,
- some focal epileptic disorders especially if the temporal lobe is affected
- Exposure to some traumatic event (violent death, etc.)
- abrupt or over-rapid withdrawal from certain recreational or prescribed drugs

Psychopathy

Definition

It is a psychological construct that describes chronic immoral and anti-social behaviour.

The psychopathy is defined by a psychological gratification in criminal, sexual or aggressive impulses and the inability to learn from past mistakes.

Individuals with this disorder gain satisfaction through their anti-social behaviour and lack of remorse for their actions.

Causes

One twin study suggests that psychopathy has a strong genetic component. The study demonstrates that children with anti-social behaviour can be classified into two groups: those who were acquired their behaviour by genetic influences, and those who were acquired it from their environment

Characteristics	
<ul style="list-style-type: none">- Parasitic lifestyle- Poor behavioural control- Promiscuous sexual behaviour- Lack of realistic, long-term goals- Impulsiveness- Irresponsibility- Pathologic egocentricity and incapacity for love- General poverty in major affective reactions- Suicide threats rarely carried out	<ul style="list-style-type: none">- Juvenile delinquency- Superficial charm and good "intelligence"- Irrational thinking- Untruthfulness and insincerity- Lack of remorse and shame- Inadequately motivated anti-social behaviour- Poor judgment and failure to learn by experience- Lack of remorse or guilt
<ul style="list-style-type: none">- sex life impersonal, trivial, and poorly integrated- Failure to follow any life plan.- Grandiose sense of self-worth- pathological lying- manipulative	<ul style="list-style-type: none">- Emotionally shallow- lack of empathy- Failure to accept responsibility for own actions

6.8. End unit assessment

Answer for End unit assessment

1. The Big Five traits are neuroticism, extraversion, openness to experience, agreeableness, and conscientiousness.
2. Psychoanalytic theories are based on the work of Sigmund Freud. They all emphasize unconscious motives and desires and the importance of childhood experiences in shaping personality.
3. In Freud's view, anxiety is caused by the inability of the ego to balance adequately the demands of the id and the superego.
4. Self-actualizing people tend to be both aware and accepting of themselves. They are open and spontaneous. They tend to enjoy their work and typically feel they have a mission to fulfill. They have close friendships without being overly dependent on other people. They also tend to have a good sense of humour. They are more likely than other people to have peak experiences that are spiritually or emotionally satisfying.
5. Sharing a family environment is not likely to lead to similarities in personality. This is probably because parents don't act the same way with all their children. Children's temperaments influence how a parent behaves toward them. A child's gender and place in a birth order can also affect how that child is treated
6. (a) (iii) (b) (iv) (c) (i) (d) (v) (e) (ii)

6.9. Additional activities

6.9.1 Remedial activities

1. Talkative vs. silent; frank, open vs. secretive; adventurous vs. cautious; sociable vs. reclusive. these traits describe which dimension of personality?
 - a) Agreeableness
 - b) Conscientiousness
 - c) Extraversion**
 - d) Culture
 - e) Emotional Stability
2. Who is the pioneer that proposed the 16 basic dimensions of normal personality and devised a questionnaire (16PF) to measure them?
 - a) Carl Jung
 - b) Raymond Cattell**
 - c) Julian Rotter

- d) Gordon Allport
 - e) None of the above
3. Sheldon proposed three different types of traits. The traits that would best describe a football player would be:
- a) **mesomorph**
 - b) endomorph
 - c) ectomorph
 - d) actinomorph
 - e) None of the above
4. From the Big Five personality dimensions, behaviours such as speaking fluently, displaying ambition, and exhibiting a high degree of intelligence is
- a) Agreeableness
 - b) Openness
 - c) Extraversion
 - d) **Conscientiousness**
 - e) Neuroticism
5. Psychologists seek to understand John's personality through his thoughts, beliefs and their impact on his behaviour in certain situations. This is known as the
- a) trait approach
 - b) humanistic approach
 - c) **cognitive approach**
 - d) psychoanalytic approach
 - e) All of the above
6. Devin's personality is researched through 3 factors: extraversion, neuroticism and psychoticism. This personality trait model is called:
- a) **Eysenck's Trait Model**
 - b) Myers-Briggs Type Indicator
 - c) Smith Model
 - d) Cattell's Sixteen factor Model
 - e) Big Five
7. What is the trait approach to personality?
- a) Assumes that people are motivated by unconscious emotional conflicts
 - b) **Assumes that each individual has stable personality characteristics**
 - c) Assumes that people's thoughts and beliefs are central to personality
 - d) Assumes that people have an innate tendency to become self-actualized

- e) Assumes that people are motivated by conflicts originating in childhood
8. Eysenck originally developed _____, a highly researched factor theory of personality.
- a) an interpersonal trait model
 - b) a sixteen factor model
 - c) a three factor model**
 - d) the Big Five
 - e) the Implicit personality theory
9. Which neo-Freudian challenged his ideas about penis envy?
- a) Adler
 - b) Fromm
 - c) Jung
 - d) Horney**
10. Someone who feels as though they are not living up to expectations would be described by Adler as having:
- a) low self-realization
 - b) an Adlerian complex
 - c) an inferiority complex**
 - d) low actualization
11. Humanistic psychologists embraced the idea of:
- a) a. repression
 - b) b. free will**
 - c) c. unconscious drives d. the id
12. 11. According to Eysenck, extraverts seek to _____ their arousal while introverts seek to _____ their arousal.
- a) decrease, increase
 - b) hide, reveal
 - c) increase, decrease**
 - d) reveal, hide
13. Allport believed that traits could be organized into three levels:
- a) primary, secondary, tertiary
 - b) cognitive, emotional, physiological
 - c) id, ego, superego
 - d) cardinal, central, secondary**
14. Which of the following is NOT one of the Big Five traits?

- a) **sense of humour**
b) openness to experience
c) conscientiousness
d) Extraversion
15. Which of the following characteristics describe someone who, according to Maslow, is self-actualized?
a) creativity
b) confidence
c) spontaneity
d) **all of the above**
16. Traits are defined as:
a) physical characteristics that distinguish us from other people
b) **relatively enduring characteristics that influence our behaviour across many situations**
c) unconscious tendencies to act in different ways according to the situation
d) d. permanent personality tendencies that determine our behaviour in any situation
17. Rohan is self-disciplined, focused on achievement and keen to do his duty. He would be expected to score highly on:
a) neuroticism
b) agreeableness
c) extraversion
d) **Conscientiousness**
18. Lana is friendly, always willing to help others and compassionate. We would expect Lana to score highly on:
a) extraversion
b) **agreeableness**
c) neuroticism
d) openness to experience
19. What are the strength and limitations of traits theory

Strength and limitations of traits theory

- Provide useful description of personality and its structure
- Provide a foundation of valid and reliable personality devices
- Can lead people to accept and use an oversimplified classifications and descriptions
- Underestimate socio-culture influences on behaviour.

20. What do you understand by Freud's view about slip of tongue

For psychoanalysts (like Freud), the "slip of the tongue" (parapraxis), is an instance where an unconscious desire "slips out" while someone is talking. Usually (but not always) it's from a build-up of libido (likely from the Id) that escapes in speech without the person being aware until they've said it. An oft-used example is a man talking to an attractive woman and accidentally saying "breast" instead of "best." According to Freudian psychoanalytic theory, such a thing would likely indicate an unconscious sexual desire. Cognitive psychologist and linguists would disagree and classify it more as a verbal processing and recall error rather than indicative of an unconscious desire.

21. What, according to Freud, were some of the important defence mechanisms, and what do they defend against?

ANSWER: Freud believed repression to be the basic defence mechanism. Others include regression, reaction formation, projection, rationalization, and displacement. All supposedly serve to reduce anxiety. Modern research supports the phenomenon Freud called projection and current researchers call the false consensus effect. Some evidence also supports self-esteem defences, such as reaction formation. But there is little support for the others.

22. What does it mean to be "empathic"? To be "self-actualized"?

ANSWER: To be empathic is to share and mirror another person's feelings. Carl Rogers believed that people nurture growth in others by being empathic. Abraham Maslow viewed self-actualization as the ultimate psychological need the motivation to fulfil one's potential.

23. Does research support the consistency of personality traits overtime and across situations?

Answer: Although people's traits persist over time, their behaviours vary widely from situation to situation. Despite these variations, a person's average behaviour across different situations tends to be fairly consistent.

24. Are personality traits inherited or learned?

Answer: Personality is largely determined by heredity. Typically, personality does not change over one's lifetime. People do tend to become more emotionally stable and agreeable as they age.

25. Differentiate conscious and unconscious Minds

Answer: The difference between the conscious and unconscious minds is awareness and intention. We are generally not aware of our unconscious thoughts and do not choose to have them. By contrast, we're aware of the

conscious mind and intentionally direct it. Some factors have a crossover between these aspects of the mind, for example, control of breathing can be either automatic or intentional.

6.9.2. Consolidation activities

1. The table below shows the description of personality characteristics of four pupils (A, B, C, D). Study the personality characteristics of each pupil and then answer the questions that follow.

Pupil	Personality characteristics
A	Is touchy, restless, excitable, changeable, impulsive, optimistic, active
B	Social, outgoing, talkative, responsive, easy-going, lively, careful, leader-like
C	Passive, careful, thoughtful, controlled, reliable, even tempered, calm
D	Moody, anxious, rigid, pessimistic, reserved, unsociable, quiet

- i) Using the Eysencks classification of personality which is given below. Assign the appropriate name to each pupil to match the description of their personalities.

Answer:

- ii) Who among the four pupils need the teacher's help? Give reason for your answer
- iii) Which pupil is likely to succeed in class work if all the pupils are of average intelligence

Answer

- name given to personality
- Stable extrovert
- Unstable extrovert
- Stable introvert
- Unstable introvert

Pupil A has a description that fit an unstable extrovert

Pupil B has a description that fit a stable extrovert

Pupil C has a description that fit a stable introvert

Pupil D has a description that fit an unstable introvert

- i) Pupil A (unstable extrovert) is in need of the teacher's help because he/she is in most cases troublesome and often gets punished. Punishment merely increases his/her natural aggression. He/she is a child who is likely

to drop out of the school. He/she therefore needs a great deal of the teacher's help.

- ii) Pupil C (the stable introvert) is likely to succeed in her/his class work because he/she remains calm and is thoughtful. He/she is likely to concentrate more and benefit from class work.

6.9.3. Extended activities

1. Research suggests that many of our personality characteristics have a genetic component. What traits do you think you inherited from your parents? Provide examples. How might modelling (environment) influenced your characteristics as well?

2. What was Freud's view of personality and its development?

Answer: Sigmund Freud's treatment of emotional disorders led him to believe that they spring from unconscious dynamics, which he sought to analyse through free associations and dreams. He referred to his theory and techniques as psychoanalysis. He saw personality as composed of pleasure-seeking psychic impulses (the id), a reality-oriented executive (the ego), and an internalized set of ideals (the superego). He believed that children develop through psychosexual stages, and that our personalities are influenced by how we have resolved conflicts associated with these stages and whether we have remained fixated at any stage.

3. How did Freud think people defended themselves against anxiety?

Answer: Tensions between the demands of id and superego cause anxiety. The ego copes by using defence mechanisms, especially repression.

4. What, according to Freud, were some of the important defence mechanisms, and what do they defend against?

Answer: Freud believed repression to be the basic defence mechanism. Others include regression, reaction formation, projection, rationalization, and displacement. All supposedly serve to reduce anxiety. Modern research supports the phenomenon Freud called projection and current researchers call the false consensus effect.

Some evidence also supports self-esteem defences, such as reaction formation. But there is little support for the others.

25. What do you understand by Freud's view about slip of tongue?

For psychoanalysts (like Freud), the "slip of the tongue" (parapraxis), is an instance where an unconscious desire "slips out" while someone is talking. Usually (but not always) it's from a build-up of libido (likely from the Id) that

escapes in speech without the person being aware until they've said it. An oft-used example is a man talking to an attractive woman and accidentally saying "breast" instead of "best." According to Freudian psychoanalytic theory, such a thing would likely indicate an unconscious sexual desire. Cognitive psychologist and linguists would disagree and classify it more as a verbal processing and recall error rather than indicative of an unconscious desire.

26. What, according to Freud, were some of the important defence mechanisms, and what do they defend against?

Answer: Freud believed repression to be the basic defence mechanism. Others include regression, reaction formation, projection, rationalization, and displacement. All supposedly serve to reduce anxiety. Modern research supports the phenomenon Freud called projection and current researchers call the false consensus effect. Some evidence also supports self-esteem defences, such as reaction formation. But there is little support for the others.

27. What does it mean to be "empathic"? To be "self-actualized"?

Answer: To be empathic is to share and mirror another person's feelings. Carl Rogers believed that people nurture growth in others by being empathic. Abraham Maslow viewed self-actualization as the ultimate psychological need the motivation to fulfil one's potential.

28. Does research support the consistency of personality traits overtime and across situations?

Answer: Although people's traits persist over time, their behaviours vary widely from situation to situation. Despite these variations, a person's average behaviour across different situations tends to be fairly consistent.

29. What is Personality psychology? Why is it important

Answer:

- Personality psychology is the area of psychology that studies personality, in a variety of ways and for a variety of reasons. One of the reasons personality is studied, is to understand and predict personality, which include one's individual behaviours, thoughts, and feelings. To understand the development of personality, many theorists and theories have been developed. Theorists involved consist of Sigmund Freud, Erik Erikson, Carl Jung, and Alfred Adler. Early on, Freud developed a theory called psychodynamics, which focuses on the development of personality based off of the unconscious mind. Today, due to research, personality psychologists use the Big 5 (a questionnaire and theory based on extraversion, agreeableness, conscientiousness, neuroticism, and openness to experience) to determine one's personality. For example, if someone is

ranked high on the extraversion scale, one could make a prediction that an individual's response to certain situations, such as a party, would be similar in each circumstance. If extraverts are considered outgoing or friendly, one would predict that an invite to a party would be welcomed and attended with ease.

- Personality psychology is quite important because it is a branch of psychology that helps to understand the set of traits that characterize an individual, and therefore, give individuals more information about their own process to improve their well-being. In addition, from this field have been developed tools that help to predict human behaviour under different circumstances.

Besides, information about emotional and personal skills is clarified so they can be potentiated in different contexts. Personality psychology's fields not only focuses on these aspects but disorders that may interpose with individuals' normal development, in turn, different strategies to improve these situations are designed from this knowledge.

30. How does the unconscious mind affect thoughts, feelings and behaviour?

Answer: There is significant evidence that conscious thoughts, feelings, and behaviour are at least in some sense "built up from" unconscious processes. For example, if someone makes the conscious decision to buy a cake, this may be influenced by a "craving" for the flavor, positive memories associated with cake, a general mood he/she had for many hours beforehand, and an intuitive sense that buying a dessert would be a good idea. None of these factors are things the individual is consciously aware of, yet they all influence the final decision.

The same is true for thoughts, a person's likelihood of having certain thoughts depends on factors such as his/her mood. He/she is much more likely to have positive thoughts while in a good mood and negative thoughts while in a bad mood. Feelings themselves are usually unconscious. With rare exceptions, we usually don't "decide" to feel a certain way, it just happens without our awareness.

UNIT 7

CONCEPTS OF SOCIAL PSYCHOLOGY

7.1. Key unit competence

Apply the knowledge of social psychology in the school context.

7.2. Prerequisite

Social psychology is made of two main concepts “social and psychology”. Student teacher has met and used them in various contexts.

1. In year two when studying about educational psychology, student teachers have understood social learning theory which shows the learning influences that people have on other. (unit 9.2.6 and 9.2.7)
2. In Foundations of education year one, Unit 10,11,12,13 and 14, the student teaches got deep understanding on psychology and they have a lot of information about social development aspect of human being.
3. In year one unit 4, the student teachers learnt about active teaching methods. Group work is one of them. In addition, Tutor is used to prepare activities which require student teachers to work in group.
4. Implications of social psychology are obviously found in various learning activities. For instance:
 - a) In CBC; Cooperation, interpersonal management and life skills was taken into account as one of the generic competences whereby the learner has to show the abilities of co-operating with others as a team in whatever task assigned and adapting to different situations including the world of work.
 - b) In our community, student teachers are informed about social issues that can help them to understand group phenomena and factors affecting group behaviour like social conflict, group leadership and other related topic usually tackled in social studies lessons.
 - c) During teaching practice, student teacher plans and delivers lessons bearing in mind the facts of social psychological impact on learning.

- Student teacher use play based approach because he/she wants learners to collaborate
- Student teacher invites both girls and boys in classroom activities so as to avoid gender bias and stereotypes.
- Teacher act as a role model in order to allow learners copy (imitate) good behaviour from him or her.

7.3. Cross-cutting issues to be addressed

Peace and Values Education: The cross cutting issue of peace and Values Education will eventually appear in this unity because most of the concepts of social psychology will address social situations that affect positively or negatively social life. Example the term obedience shows its impact to people who generally live together with different power.

Gender: Social psychology deals with different social phenomena with which social roles and values includes. In Rwanda social role matters a lot when defining gender equity and gender equality. Teacher and learners will mostly use examples of gender bias and stereotypes and their effect during group works in the classroom.

Genocide Studies: Social psychological concepts like conformity, obedience, social influence and aggression, were subjects thought by social psychologists with their impact to Jews genocide. The way people obey the leaders, the way people confirm to negative practices, the aggressiveness of people to others will be highlighted in the sense that people need to be exposed to positive social related practices.

Inclusive Education: Social psychology brings concept of group behaviours and practices. In the classroom, student teacher will demonstrate the processes of making group that are inclusive.

7.4. Guidance on introductory activity

- Ask individual student teacher to think of his/her morning work practice within the group.
- Write the guiding questions on the chalk board using a table.
- Allow two student teachers (pair group) to share their answers.
- Let four student teachers (closely sit together) share again their answers.
- Move around to listen to group discussions and findings.
- Invite one student teacher from each group to write one answer for each question.
- Encourage learners to discuss a little a bite the answer written on the chalkboard.

Tell them that this is free discussion because no correct answer is needed just sharing experiences

Introductory activity

Think about the situations of the group you belong to during morning work. As you answer to the questions fill the following table with correct information of the best of your knowledge.

Questions	Possible answers
Did you choose to be a member of the group? What happened?	No: I found myself a member of this group. The school has organized the without consulting me. Yes: Because the class monitor asked me to choose which day I do the morning work.
Are all group members attending the morning work? If yes or no, why?	Yes: – Because if not attend he/she is punished – We know the importance of morning work – We like to work together – No, because: – Some don't like to work. The even attend and stand without active participation. – There is conflict between group members.
Do you like to stay in the group? If yes or no, why?	Yes, because there is collaboration and good team working spirit. We help one another and complete the task as quickly as possible. We also share responsibility. No, because the group leader favours some of us, my best friends are in the other groups...
What do you know about other groups while doing morning work activities	Positive: Other groups are committed, they are not severe, they even share life beyond morning work. Negative: They separate girls and boys, only one person works the sake of others...

7.5. List of lessons/sub-heading

	Lesson title	Learning objectives (from the syllabus or set according to the lesson title)	Number of periods
1	Key concepts	Explain social psychological concepts and relate them to the classroom setting	3
2	Relevance of social psychology in teaching and learning	Appreciate positive influence groups have on individual behaviour	2
3	Types of groups	Distinguish types of groups.	2
4	Behaviours created by individuals in group	Adopt strategies to increase group productivity and connectedness	2
5	Group phenomena	Demonstrate commitment to ensuring a peaceful class dynamic	2
6	Factors affecting group behaviour	Describe factors affecting group behaviour	3
7	Group work in class	Facilitate group work effectively	3
8	Organizing and conducting a meeting	Outline steps involved when organizing and conducting meetings	2
9	End unit assessment		1

Lesson 1: Key concepts

a) Learning objective

Explain social psychological concepts and relate them to the classroom setting.

b) Teaching resources

Flash cards, text books, printed copies, internet, smart classroom equipment.

c) Prerequisites/Revision/Introduction (guidance on how to start the lesson)

- Student teachers have learnt psychological concepts. In teaching and learning activities they are exposed to different works that require them to work in group. They experience social and group behaviours. Tutor will base on these experience and knowledge to develop deep understanding of key terms related to social psychology.

d) Learning activities

Activity 7.1

- Give instructions about how the work will be done
- Form small group of 5 or 6 student teachers
- Give each group, two questions (activity 8.1) written on a flashcard.
- Move and encourage discussions. Provide resources if needed like year 1 and 2 textbook.
- Give time to present and harmonize the answers.

Possible answers

1.

Social psychology: This is the field of psychology that studies the nature and cause of people thoughts, feelings and behaviours in social situation. In other words, social psychology studies the behaviours of the individual as a member of a crowd, group or society.

Clinical psychology: it is a branch of psychology devoted to the study, diagnosis, and treatment of people with mental illnesses and other psychological disorders.

Educational and school psychology: it concerns with application of scientific method to the study of the behaviour of people in instructional settings. This branch studies all aspects of the educational process from techniques of instruction of normal learning to learning disabilities. It enables us to know what method of teaching can produce effective learning since children differ in their capacities to learn. Some are gifted and talented while others may be mentally disadvantaged.

Developmental psychology: is also known as child development or human development. It is the study of developmental processes involved in human physical, social, emotional and intellectual changes from conception through adolescence including numerous biological and cultural factors that influence these processes. Precisely, it is the study of progressive changes in behaviour and abilities of an individual from conception to death.

2.

In developmental psychology, the term social was mostly used for instance:

- Social development/aspect
- Social skills development (developmental milestone).
- Games to develop social skills in the children.

In the educational psychology the term social was used by Bandura when he was talking about Social learning theory.

- Prepare the lesson plan effectively including proper active techniques that help student teacher to deeply understand various social psychology concepts. Use the pictures found in the student book, activity 8.1, as you help students to understand the key concepts of social psychology.
- Give student time to search the meaning of the term on internet or library.

e) Application activities 7. 1

- Ask students to list the concepts.
- Instruct them how to do the activity
- Give them an Example "I DO". (Scenario about the term "cognitive dissonance".

I know 10 commandments as bible and Curran says. I also know and believe that I have to respect them all, but I sometime find myself doing the opposite.)

- Together with student teacher choose a term and produce a scenario together. (WE DO)
- Ask individual student teacher to choose a term and create a scenario about it. (THEY DO)
- Allow learners to share their scenario.

Possible answers

1. Social loafing

Six student teachers were asked to carry out a cupboard, suddenly 2 of them were gently carrying and others claimed to have spent much effort.

2. Conformity

One student coming home late and he/she decided to run until s/he reaches the school. In the way to school other students run after him without reasons.

3. Obedience

Every time teacher asks me to do something I have to do it without comments.

Lesson 2: Relevance of social psychology

a) Learning objective:

Appreciate positive influence groups have on individual behaviour

b) Teaching resources:

Textbooks, flashcards, chalk board, chalks,

c) Prerequisites/Revision/Introduction (guidance on how to start the lesson)

In year one – unit 10. The student teachers have defined key concepts of psychology. In the first lesson the term social psychology was equally defined and within the definitions some words reveal its importance. Example an attempt to understand and explain how thought, feelings influence others people.

d) Learning activities

Activity 7.2

- Ask one of the student teacher to copy the definition of social psychology on the chalkboard
- Help student teacher to read and understand the definition.
- Ask each student to write 5 ideas that justify your agreement about the message found in this definition.
- with their exercise notebook ask student teacher to stand up and move in order to find a partner with whom they can share their reasons already written in their exercise notebook.
- Give signs that lead student teachers during sharing, whether it is time to move, to discuss or to stop. For example, tutor can use shaker.
- Ask some student teacher to write sample of ideas on the chalkboard.

Possible answers

I think:

1. Social psychology can help student to learn from one another
2. Social psychology can promote learning by imitation
3. Social psychology can increase cooperation and team working.
4. Social psychology can give knowledge to how to lead a group
5. Social psychology can help to solve social conflicts.

- According to tutor's lesson plan, student teachers can read and summarize the content about relevance of social psychology as written in their textbook.

e) Application activities 7. 2

Write 2 paragraphs that shows the relevance of social psychology for a pre and primary teacher.

- Assign each student teacher task to write 2 paragraphs.
- Read students' work and provide constructive feedback.

Possible answers

Pre and primary teacher will benefit from social psychology when s/he gets to advise parents the importance of their social interaction to the development of the young children. The teacher will convince parents that sociability and social identity of the child depends on the family and community practices. The teacher will then encourage parent and community to display good social behaviour and avoid social conflicts, stereotypes, bias, discrimination and prejudices.

Teacher's classroom practices will be inspired by social psychologists. That is, to prepare learning activities and methodologies which promote learner's confidence and high social status. Use of group work and cooperative learning will be upgraded in the classroom where teacher value social psychology.

Lesson 3: Types of groups

a) Learning objective

Distinguish types of groups.

b) Teaching resources:

Flip chart, flash cards, markers, textbook,

c) Prerequisites/Revision/Introduction (guidance on how to start the lesson).

In year one, unit 4 more specifically teaching and learning techniques that focus cooperative learning, (4.2.3) student teacher understood the concept of group work. In teaching practice, they have prepared and delivered lessons which use group work as an active technique. In addition, the student teachers learn and interact through group works.

d) Learning activities

Activity 7.3

- Give instruction about how the task will be done.
- Give them example
- Ask individual student teacher to write the categories of group he/she belongs to.
- Invite student teachers to share their findings and write common ideas on flip charts.

Possible answers

Groups or categories	Self-chosen	Involuntary membership
I am Football team member	v	
I am an ECLPE class member	v	
I am a School church choir member	v	
I am a Boys' or girls' dormitory member		v
After counting from 1 to 5 I am a 4ths group members		v
I am a family member (this will depend on which type of family)		

Prepare lesson plan that includes role plays, games so as to help students simulate and dramatize types of groups.

e) Application activities 7. 3

- Give student teachers instructions that their textbook should not be open.
- Give each student a flash card where types of groups are written and ask him/herto use own words to explain the types of groups.
- Ask student-teachers to display their work in the class wall.
- Encourage the whole class to move and rotate as they read displayed work.

Possible answers

- a) **Small groups:** Made of a limited number of members with intimate, kinship-based relationship. In those groups, all members know each other and therefore can directly and affectively interact.

Example: In the class 30 students, 5 small groups working on an assignment. Each group is made up of 6 group members.

- b) **Primary groups / secondary groups:** These are clusters of people like families or close friendship circles where there is close, face-to-face and intimate interaction. There is also often a high level of interdependence between members. Here, all members know each other and communicate directly. Such groups are the key means of socialization in society, the main place where attitudes, values and orientations are developed and sustained. Secondary groups are the opposite.

- c) **In-groups / out-groups:**

We use the term in-group when we refer to the human category of which a person is a member. The out-group is a group you don't belong to. For instance, if you are a member of a football team, you feel ownership of all activities carried out by the team mates.

Lesson 4: Behaviours created by individuals in group.

- a) **Learning objective:** Adopt strategies to increase group productivity and connectedness.

- b) **Teaching resources:** Pictures, flash card, computers, textbooks, scotch ...

- c) **Prerequisites/Revision/Introduction (guidance on how to start the lesson)**

Student teachers have already understood the meaning and types of groups. They eventually understand the need of being in group. Student teachers are socially involved in different group activity so they all have experienced behaviours of individuals as members of group.

- d) **Learning activities**

Activity 7.4

- Ask student teachers to write on flash card one proverb with large print letter.
- Request everyone to hang the flash card on the classroom wall
- Call every student teacher to ready different cards and note down six proverbs. This done as quickly as possible

- Form small groups to answer second question.
- Write second question on the chalkboard
- Have student teachers discuss the causes of problems within group.
- Harmonize groups' responses and help them to note down the best answers.

Possible answers

1.
 - a) Abishyize hamwe Imana irabasanga,
 - b) Umutwe umwe wifasha gusara,
 - c) Igiti kimwe si ishyamba,
 - d) Inkingi imwe ntigera inzu,
 - e) Ababiri bashyize hamwe baruta umunani urasana
 - f) Umwe aya bihora
2. Causes of problems within groups are:
 - lack of good leader
 - lack of group rules and regulation
 - laziness of some group members
 - Bring new ideas in the groups which oppose the initial mission of the group.
 - Corruption
 - Lack of accountability

In your lesson plan, use the picture found in the student book under activity 8.4 in order to explain some of the behaviours of individual within groups.

e) Application activities 7. 4

Suggest one thing or activity, related to each of the concept below, that teacher can do to strengthen group connectedness.

Ask student teachers to list behaviours of individuals within group.

Ask one student teacher to read the question as written on the flash card.

- Give them example show how they will do the activity "I DO". (Social loafing: Assign role to every group member)
- Ask student to work together with the teacher to next exercise. "WE DO"
- Given enough time to each student teacher to do next exercises "THEY DO"
- Take individual student-teacher's work and mark it then later give student constructive feedback.

Possible answers

1. Social loafing: Assign role to every group member
2. Social compensation: Vary group activities according to individual learning abilities.
3. Group polarization: Set clear target of the whole class.
4. Groupthink: Organize debate.
5. Deindividuation: set ground roles that fit every one's wishes.
6. Imitation: Model good social behaviour.
7. Contagion: organize small groups instead of large groups to avoid spread of bad behaviour.

Lesson 5: Group phenomena

a) Learning objective: Demonstrate commitment to ensuring a peaceful class dynamic

b) Teaching resources

Pictures, textbooks, smart classroom equipment, flip chart, markers, small papers.

c) Prerequisites/Revision/Introduction (guidance on how to start the lesson)

Some of the Key concepts defined in lesson one talked about group phenomena. Tutor will help student-teachers to understand how these phenomena develop and their effect in group.

d) Learning activities

Activity 7.5

- Ask student teachers to open their book and observe to pictures found in the activity 8.5 or alternatively copy those pictures and give them to the student-teachers.
- In small group of 4 or 5 have student-teachers share differences between those pictures.
- Give them flip chart and markers to write the summary of their discussions.
- Move and assist them to find correct answers.
- Tell them to listen how to answer second question. Give them an example of story created from picture one. (see possible answer one.).

- Ask groups to create their own stories for each photo.
- Call the groups to display their work on the classroom wall.
- Have a quick gallery work.

Possible answers

1. In Picture 1, the child shows respect to the old women. In Picture 2, there is conflicts between parents and children are crying. In Picture 3 people are working together helping the neighbour, they are happy and both girls and boys contribute.

2. Stories

Picture 1. One day there was a family, Father (Buhoro), mother (Mahoro) and the child (Byishimo). They were planning about Christmas. After 3 minutes Kayigire, their neighbor old women, comes to visit them. As she says good evening Byishimo stood up and leave his seat to Kayigire. His parents felt happy because Byishimo respected Kayigire.

Story 2. In our village, there is a family which has a problem. Father and mothers are always fighting and their children cry every time. My father visited them but they don't stop aggressing each other. We decided to call Executive secretary of the cell.

Picture 3. In the last holiday, there was a big family meeting. Together we decided to build a house of one of our cousin which was destroyed by much rain. We all went there last month and now our cousin is very happy.

In your lesson plan you can include different role plays that help student teacher to deeply understand the group phenomena. The scenario might be created by student teachers themselves or you can suggest them and allow them to perform role play.

e) Application activities 7. 5

- Distribute questionnaires (small paper).
- Give student-teachers time to answer all two questions.
- Collect answer sheets.
- Ask student-teachers to answer collectively on the chalkboard.
- Take time to read individual student- teacher's work and give constructive feedback.

Possible answers

Conformity, Persuasion, Social roles and social norms, Social conflicts, Obedience, Cohesion, Deviance, Prejudice

1. Follow the indicators in the table and classify the above social phenomena accordingly.

Phenomena with quick negative impact to social life	Phenomena with positive impact to social life
Social conflicts, deviance and prejudice	Obedience, social roles and norms, persuasion, conformity.

What can you do to decrease social conflicts in your classroom?

- Working together
- Avoid discrimination and prejudice
- Mutual respect
- Share roles and respect group regulation

Lesson 6: Factors affecting group behaviours.

a) Learning objective: Describe factors affecting group behaviours

b) Teaching resources

Story, student book, chalk board, chalks, flip charts, markers, scotches...

c) Prerequisites/Revision/Introduction (guidance on how to start the lesson)

Lesson 4 and 5 (group behaviours and phenomena) will serve you as good prerequisite. Understanding the meaning and kinds of behaviour or phenomena within our groups, we can easily understand factors behind them.

d) Learning activity

Activity 7.6

- Ask student-teachers to open their book and read silently the story (activity 8.6).
- Call two students -teachers (male and female) to read loudly the story.
- Give flip chart and marker to small groups of 6 or 7 student-teachers.
- Ask them to discuss and provide answers of the three questions.
- Have and facilitate each group's presentation.

Possible answers

1. Classmates, a learner with difficulties to work in group, teacher.
2. Challenges related to group work and behaviour
3. The reasons behind challenges related to group work and behaviour
 - Learner has learning difficulties
 - Tasks are complex
 - Group members don't value challenged group members may be the group is large.
 - Teacher doesn't monitor group work.

This lesson is relatively long; the teacher is advised to give assignment which applies jigsaw group strategies. During presentation you should guide the student-teachers to attain harmonized content.

e) Application activities 7. 6

- Model the answer of first question, sentence one.
- Find the second sentence together with student
- Ask student teachers to answer the last three questions (ii, iii, iv).

Possible answers

2 statements/ sentences for each of the factors below that prove their effects on group behaviour.

- i) Group member resources:
 - It is not easy for a group to accomplish task if group members are not competent to work on the task.
 - In the group where sociability is high the group productivity will increase.
- ii) Structure:
 - Small groups are better than large groups.
 - If each group member has a role to play, there will be mutual and self-respect during group work.
- iii) Group leadership:
 - The leader of group should be able to explain clearly the task to the rest of group members. That is, s/he must be expert.
 - It is not good to exercise autocratic leadership in the classroom because learner centered approach gives everyone opportunity in the decision making.

Lesson:7 Group work in class

a) Learning objective: Facilitate group work effectively

b) Teaching resources

Pictures, textbook, pre and primary syllabus.

c) Prerequisites/Revision/Introduction (guidance on how to start the lesson)

In year 2 and year 3 term 1, every student-teacher were involved in teaching practices. He/she has put learners into group activities for a reason or another. The experiences gained from practicing group works will be a good prerequisite to this lesson.

d) Learning activities

Activity 7.7

- Write all of the three questions on the chalkboard.
- Ask the student-teacher to answer individually the three questions. Tell them to give only one ideas for each question.
- Request the student-teachers to pair-share the answers.
- Invite 3 or 4 pairs to present to the whole class. (make sure both girls and boys have opportunity to present.)

Possible answers

1. The group were formed through:
 - a) Two people sitting together (Think-Pair-Share)
 - b) Counting number or say alphabet and we join as we count or say the same number or alphabet).
 - c) Turn your row and talk to the person next to you.
 - d) Grouped to mix skill levels.
 - e) Mingo-Mingo and randomly connect according to the number and make group
 - f) Grouped according to interest
2. Groups were used while doing the following activity:
 - a) Doing assignment
 - b) Doing a homework
 - c) Doing research in library
 - d) Doing experiments in the laboratory

- e) Learning through debate
- f) Answering to the question which requires discussion.
- g) Reading a textbook.
- h) Going to lesson observation at pre or primary school.
- i) Preparing micro-teaching...
- j) During group work the teacher was:
 - Moving around the class
 - Joining groups one by one
 - Standing outside, the classroom (not good)
 - Organizing and distributing materials.
 - Writing in his/her documents (not appropriate)
 - Chatting on whatsapp! (prohibited)

(student teachers will list whatever they have observed, contrary to professionally code of conduct, tutor gives orientation)

- In your lesson plan include observations and interpretations of the pictures found under the activity 8.7. this will help to link group activities with what they observe on that pictures.
- Prepare in advance various pre and primary syllabus.

e) Application activities 7. 7

- Write the question on the chalkboard.
- Form small groups of 4 or 5 members.
- Give each group a pre or a primary syllabus.
- Explain briefly what they are expected to do. Use the table filled (possible answer) to model the activity.
- Move and visit all groups to help them to complete the table. If time is constraint give this as a home work.

Possible answers

2 Use primary syllabus of a subject from your choice (according to your option) and fill in the following table with appropriate information or answers.

Example for ECLPE option

Headings	Subject name and class	Unit	Lesson title	Number of learner (your choice)	Number of learners in each group
Questions	English P1	Unit 5: Likes and dislikes	Talking about likes and dislikes	40 learners	8 groups (5 learners in each group)
What are you going to consider when forming groups?	<ul style="list-style-type: none"> – I am going to mix girls and boys – Strong learners will be mixed by struggling ones. – I form group according to the number of materials I have. – The number of school corresponds to the size of the class. 				
What are the challenges do you expect to meet and how are you going to overcome them?	<p>Challenges</p> <ul style="list-style-type: none"> – I am worry about speaking English ability. – I am not sure all learners will attend the lesson. – I expect learners to make noise while talking in groups. <p>Solutions</p> <ul style="list-style-type: none"> – I will model the sentence to the whole class before putting learners in group. – If all learners are not there the number of group member will reduce or make less than 8 groups. – I have to give clear instructions including the level of sound needed in the group. 				

What will you be doing when learners are working in group	<ul style="list-style-type: none"> – I will give materials to the group. – I will reach every group and intervene where needed – I will praise verbally learners' good practices – I will monitor and manage classroom to avoid disruptive behaviour.
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Lesson: 8. Organizing and conducting a meeting

a) Learning objective: Outline steps involved when organizing and conducting meetings

b) Teaching resources

Pictures, textbook,

c) Prerequisites/Revision/Introduction (guidance on how to start the lesson)

To induce this lesson, tutor can ask student-teachers to brainstorm the kinds of meeting they have ever participated in. They can remind the process and steps they personally observed.

d) Learning activities

Activity 7.7

- Ask student teachers to list meetings they attended at school during school attachment.
- Tell student teachers to choose only one meeting and answer to the question written on the chalkboard.
- Give them few minutes of writing their report.
- Move around and appreciate or direct them to give ordered information.
- Ask them to submit their report and keep them (you will read them later.)
- Call volunteers to come and orally share the answers of the question.

Possible answers

Dear teacher,

I am privileged to inform you about the meeting I attended during my school attachment at Bisengo primary school.

The meeting took place on 3rd March this year, it was organized by head teacher. Teachers and parents were all invited. We received the invitation message through telephones one week before the meeting. However, head teacher called the teacher representative and SGAC 3 days before the meeting "they prepared agenda of the meeting" teacher representative told me.

The due date, we all assembled in the main hall of the school. The head teacher opens the meeting, we introduced ourselves, head teacher shared the agenda and participants suggested an idea of time management. The main topic was about finding strategies to deal with dropout at school. Through discussion and presentation, we agreed to go in the family and bring learners who are not attending the class. We end up checking if everyone signed the attendance and we call it a day.

- According to your lesson plan link the student teacher's experience with the correct information/content of organizing and conducting meeting.
- Remember to help student teachers to observe and interpret the picture under the activity 8.7

e) Application activities 7. 7

- Write question on the chalk board.
- Form small groups of 3 or 4 members.
- Give flip chart and marker to each group.
- Request each group to display its designed chart on the classroom wall.
- Help them to do a gallery work.

Possible answers

A poster showing meeting with parents' plan

<p>Preparation of the meeting: Invite participants:</p> <ul style="list-style-type: none"> . All parents will be invited. . Teachers are to be invited. . Each learner will be given an invitation letter and be asked to give it to his or her parent/guardians. . Using cell phone SMS will be send to the teachers. <p>The agenda:</p> <p>Objective: Decide strategies to support feeding program in our school.</p> <ul style="list-style-type: none"> . SGAC will add more. Tomorrow there a meeting with them. 	<p>Opening the meeting:</p> <ul style="list-style-type: none"> . Welcome all participants. . Self – introduction by team and category. . Distribute attendance list. . Explain the objective of the meeting . Ask participants additional topic. . Set ground rules 	<p>During the meeting:</p> <ul style="list-style-type: none"> . Address each agenda item. (serious cases of learning without having eaten. School feeding government policy). . Minute taker records a summary of ideas. . Form and monitor small group discussions and ask each group to present action taken, time of implementation and responsible people as decision made. 	<p>Closing the meeting:</p> <ul style="list-style-type: none"> . Share with attends a summary of decisions and action points . Agree on date of next meeting . Thank participants . Remind participants to sign attendance list . close the meeting.
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7.6. Summary of the unit

Unit 8 is an interesting unit that aims at giving student-teacher psychological skills to examine, maintain and update individual behaviour as member of group, community and society in large. Teaching about social psychology will help student-teachers to end up with competence to apply the knowledge of social psychology in the school context. In this unit, tutor and student-teachers will be actively involved in the activities that help the student-teachers to understand the following lessons: Key concepts related to social psychology, relevance of social psychology in teaching and learning, types of groups, behaviours created by individuals in group, group phenomena, factors affecting group behaviour, group work in class and organizing and conducting a meeting

7.7. Additional Information for teachers

Readings about social psychologists and their theories will help you to understand deeply the content of social psychology. Constructive feedback will also be useful for you every time you give feedback to the student-teachers. Make sure constructive behaviour improve positive social behaviour.

Social psychologists and their theories

Examples of social psychologists and their theories

Names and date	Theory and descriptions
Allport (1920)	Social facilitation theory Allport introduced the notion that the presence of others (the social group) can facilitate certain behaviour. It was found that an audience would improve an actors' performance in well learned/easy tasks, but leads to a decrease in performance on newly learned/difficult tasks due to social inhibition.
Albert bandura (1963)	Social Learning theory Bandura introduced the notion that behaviour in the social world could be modeled. Three groups of children watched a video where an adult was aggressive towards a 'bobo doll', and the adult was either just seen to be doing this, was rewarded by another adult for their behaviour or were punished for it. Children who had seen the adult rewarded were found to be more likely to copy such behaviour.

<p>Festinger (1950)</p>	<p>Cognitive dissonance theory</p> <p>Festinger, Schacter and Black brought the idea that when we hold beliefs, attitudes or cognitions which are different, then we experience dissonance – this is an inconsistency that causes discomfort.</p> <p>We are motivated to reduce this by either changing one of our thoughts, beliefs or attitudes or selectively attending to information which supports one of our beliefs and ignores the other (selective exposure hypothesis).</p> <p>Dissonance occurs when there are difficult choices or decisions, or when people participate in behaviour that is contrary to their attitude. Dissonance is thus brought about by effort justification (when aiming to reach a modest goal), induced compliance (when people are forced to comply contrary to their attitude) and free choice (when weighing up decisions).</p>
<p>Tajfel (1971)</p>	<p>Social identity theory</p> <p>When divided into artificial (minimal) groups, prejudice results simply from the awareness that there is an “out-group” (the other group).</p> <p>When the boys were asked to allocate points to others (which might be converted into rewards) who were either part of their own group or the out-group, they displayed a strong in-group preference. That is, they allocated more points on the set task to boys who they believed to be in the same group as themselves. This can be accounted for by Tajfel & Turner’s social identity theory, which states that individuals need to maintain a positive sense of personal and social identity: this is partly achieved by emphasizing the desirability of one’s own group, focusing on distinctions between other “lesser” groups.</p>
<p>Weiner (1986)</p>	<p>Attribution theory</p> <p>Weiner was interested in the attributions made for experiences of success and failure and introduced the idea that we look for explanations of behaviour in the social world.</p> <p>He believed that these were made based on three areas: locus, which could be internal or external; stability, which is whether the cause is stable or changes over time: and controllability.</p>

<p>Milgram (1963)</p>	<p>Shock experiment</p> <p>Participants were told that they were taking part in a study on learning, but always acted as the teacher when they were then responsible for going over paired associate learning tasks.</p> <p>When the learner (a stooge) got the answer wrong, they were told by a scientist that they had to deliver an electric shock. This did not actually happen, although the participant was unaware of this as they had themselves a sample (real!) shock at the start of the experiment.</p> <p>They were encouraged to increase the voltage given after each incorrect answer up to a maximum voltage, and it was found that all participants gave shocks up to 300v, with 65 per cent reaching the highest level of 450v.</p> <p>It seems that obedience is most likely to occur in an unfamiliar environment and in the presence of an authority figure, especially when covert pressure is put upon people to obey. It is also possible that it occurs because the participant felt that someone other than themselves was responsible for their actions.</p>
<p>Any, Banks, Zimbardo (1973)</p>	<p>Stanford Prison Experiment</p> <p>Volunteers took part in a simulation where they were randomly assigned the role of a prisoner or guard and taken to a converted university basement resembling a prison environment. There was some basic loss of rights for the prisoners, who were unexpectedly arrested, given a uniform and an identification number (they were therefore deindividuated).</p> <p>The study showed that conformity to social roles occurred as part of the social interaction, as both groups displayed more negative emotions and hostility and dehumanization became apparent. Prisoners became passive, whilst the guards assumed an active, brutal and dominant role. Although normative and informational social influence had a role to play here, deindividuation/the loss of a sense of identity seemed most likely to lead to conformity.</p> <p>Both this and Milgram's study introduced the notion of social influence, and the ways in which this could be observed/tested.</p>

Asch
(1956)

Conformity theory

In Asch's conformity experiments, students were asked to judge which of the three comparison lines was the same length as the standard line. They performed this task for multiple trials, using a different set of standard and comparison lines each time.

Upon hearing other group members unanimously say that line 1 was the correct match, this participant wondered whether his own judgement (Line 2) was correct.



SOCIOMETRY

The teacher can be interested to understand social relationship between his/her students. He/she can have observed specific social behaviour to a particular learner like isolated learners or prevalent learner. social psychologist has suggested technique and tool to examine this in the classroom in what is commonly known as "sociometry and sociogram"

The sociometry and sociogram of Moreno

In 1913, **Jacob Levy Moreno**, a young of 21 years, a student of Medicine was interested in a special group "prostitute" and observed their social re-adaptation by organizing free discussion sessions in small groups.

During the First World War, he took care of displaced people in a concentration camp and made some observations.

He discovered that:

- Social dimension is the essential of personality: this is not one's hidden and separate interiority, but an overall of social roles and possibility for change.
- Any human group has an effective informal structure which determines individual behaviours among themselves in a group.

a) Sociometry

It is the study of individual members using some methods which allow discovering **choice**, **rejects** and **indifferences** between group members.

For doing this, they administer **Sociometric test** called also “**sociometric investigation**”. This test includes some questions such as:

- Among your colleagues or classmates, who do you prefer to be associated with in a situation?
- Among your colleagues or classmates, who do you not prefer to be associated with in a situation?

N.B: In sociometric method, the teacher chooses team leaders, who in their turn choose members for their respective teams. The reputed and indifferent learners are also chosen compulsorily.

Example of sociometric test

Received choices

		1	2	3	4	5	6	7	8	9	10
Emitted choices	1		1			2					
	2			1			2				
	3		1				2				
	4		1			1		2			
	5							2			
	6							2			
	7						1				2
	8					2			1		
	9									1	2
	10							2	1		
1st choice		0	3	1	0	2	0	2	1	0	0
2nd choice		0	0	0	1	1	3	3	0	0	2

N.B: 0=Abstention

1= 1st choice

2= 2nd choice

b) Sociogram

A sociogram is a graphic representation of social links that a person has. It is a graph drawing that plots the structure of interpersonal relations in a group situation.

Otherwise, sociograms are the **charts** or **tools used to find sociometry** of a social space. A sociogram is constructed after students answer a series of questions probing for affiliations with other classmates. Under the social discipline model, sociograms are sometimes used to reduce misbehaviour in a classroom management. The diagram then can be used to identify pathways for social acceptance for misbehaving students. In this context, the resulting

CONSTRUCTIVE FEEDBACK

Guidelines to Effective Feedback

- **Focused on Behaviour and NOT the Person**

You can change behaviour (but not the person) so focus on what you can impact.

For example:

Focused on the Person - You are lazy in your preparations.

Focused on Behaviour - In an activity like this one, it is helpful to have the equipment ready to go and a method for allowing the children to number off so that they will know when it is their turn.

- **Maintains the relationship versus self-serving**

Above all else the purpose of feedback is to help the other person, not to make you feel better or give you a place to vent your anger or make you feel important.

For example:

Self-serving - Do you really expect me to run around and fetch things for you that you haven't taken the time to organize?

Maintaining the relationship - I want to ensure that you are set up for these activities to go well. What do you need to pay attention to as you do your preparations?

BID Feedback Model

B **ehaviour.** Outline the observable behaviour that needs to be changed or reinforced. Describe what you saw or heard.

I **mpact.** Explain the impact of this behaviour. How is this behaviour affecting you, others or the class?

D **o.** Outline for them the behaviour you would like to see. Be explicit. You can tell them or ask 'what could you do differently next time?' Make sure their image of the behaviour aligns with what you expect.

7.8. End unit assessment

Possible Answers

1. Examine social situation in your classroom and identify how the following concepts appear in your classroom setting. (student will give different scenarios like the followings.)
 - a) **Conformity:** In the class we follow the daily timetable and do what is planned. We really confirm to school regulation.
 - b) **Social influence:** In year one, Rukundo our classmate, used to work alone, but now he is used to work in group because it is they we liked to carry out our task.
 - c) **Peer pressure:** I don't like to drink alcohol but last week my two friends took me in the pub, it was not my choice but I feared to miss my team. Unfortunately, the discipline master caught us and we are punished.
 - d) **Stereotyping:** In the classroom, we originate from different districts and provinces. The classmates attribute some behaviours and practices to us because of our residence. Example. Take anything from Rugira's desk and bag. He is from Kibungo. (referring to traditional witch crafts)
 - e) **Small groups:** A lot of works in our classroom are done in small groups.
 - f) **Aggression:** Sometimes aggression appears during group discussion. It happened one day when there were conflicting ideas and the owner of idea does not want to leave his statement.
 - g) **Group roles:** Each and every one in the classroom has a role or responsibility to assume. For instance, group of student teachers who: clean the chalkboard, clean the classroom,
 - h) **Group leadership:** The teacher gives role in the small group but I realized that ladies do not like to read group works.
 - i) **Group work and related problems:** working in group is vital in our classroom. We join groups according to teacher's plan and strategies. The main strategy is small group. Both girls and boys work together and teacher intervene often to give clarification and additional information. The big challenge we meet is about communication in English and insufficient resources.

Notice: be as realistic as you can. Just base on your observations and experience so that you give real information. Not many sentences are needed.

2. In primary school, all pupils appreciate sport time. They are free, fun, happy and open. In your school no pupil has Sportswear. This is a very serious issue because this needs collaboration between school teaching and administration staff and parents/ community. Make a plan that shows how you can go about this issue until every pupil attend sport with his/her own sportswear.

The student teacher can make plan that includes the following points:

- **Prepare meeting with parents and other stakeholders**
 - Collect information about sports wears in terms of cost and accessibility.
 - Meet SGSC and teaching staff
 - Prepare invitations
 - Draft the agenda of the meeting
 - Organize the place where meeting has to take place.
- **Leading the meeting**
 - Methodologies to use while leading meeting (participative methods? Dictatorship approach?)
 - Sequencing of the activities (introduction, presentation of the case, decision making process, ...)
 - Awareness and value towards attendance
- **Closing the meeting**
 - Read the decisions taken
 - Remind the implementation strategies and follow up
 - Thank the participants.

7.9. Additional activities

1. Make a study visit at different nearby schools or local community meetings.
 - Observer the following and later present report.
 - Organization of the meeting venue
 - Steps of the meeting
 - Participation.
 - Leadership style.
2. Use SMART Classroom and Library to read more about social psychological concepts and summarize the findings.

7.9.1 Remedial activities

Ask student-teachers questions that easily connected to the content discussed or available in the textbook.

Questions	Answers
What is prejudice	Prejudice is a mixture of beliefs (often stereotypes), negative emotions, and predispositions to action. Prejudice may be overt (such as openly and consciously denying a particular ethnic group the right to vote) or subtle (such as feeling fearful when alone in an elevator with a stranger from a different racial or ethnic group)
What are the social and emotional roots of prejudice?	Social and economic inequalities may trigger prejudice as people in power attempt to justify the status quo or develop an in-group bias. Fear and anger feed prejudice, and, when frustrated, we may focus our anger on a victim.
What psychological factors may activate aggressive behaviour?	Frustration and other aversive events (such as heat, crowding, and provocation) can evoke hostility.

7.9.2. Consolidation activities

Ask student-teachers questions that require them to discuss and critically link them with normal life situations.

Consolidation activities	
Questions	Answers
How do we tend to explain others' behaviour and our own	We generally explain people's behaviour by attributing it to internal dispositions and/or to external situations. In committing the fundamental attribution error, we underestimate the influence of the situation on others' actions. When explaining our own behaviour, we more often point to the situation. Our attributions influence our personal, legal, political, and workplace judgments
How much power do we have as individuals? Can a minority influence a majority?	The power of the group is great, but even a small minority may rule group opinion, especially when the minority expresses its views consistently.

<p>How is our behaviour affected by the presence of others or by being part of a group?</p>	<p>Social facilitation experiments reveal that the presence of either observers or co-actors can arouse individuals, boosting their performance on easy tasks but hindering it on difficult ones. When people pool their efforts toward a group goal, social loafing may occur as individuals free-ride on others' efforts. Deindividuation: becoming less self-aware and self-restrained: May happen when people are both aroused and made to feel anonymous.</p>
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7.9.3 Extended activities

Ask questions that require student-teachers to create other alternatives or to do research for more information.

Questions	Answers
<p>Does what we think affect what we do, or does what we do affect what we think</p>	<p>Attitudes influence behaviour when other influences are minimal, and when the attitude is stable, specific to the behaviour, and easily recalled. Studies of the foot-in-the-door phenomenon and of role-playing reveal that our actions (especially those we feel responsible for) can also modify our attitudes. Cognitive dissonance theory proposes that behaviour shapes attitudes because we feel discomfort when our actions and attitudes differ. We reduce the discomfort by bringing our attitudes more into line with what we have done.</p>
<p>What do experiments on conformity and compliance reveal about the power of social influence?</p>	<p>Asch's conformity studies demonstrated that under certain conditions people will conform to a group's judgment even when it is clearly incorrect. We may conform either to gain social approval (normative social influence) or because we welcome the information that others provide (informational social influence). In Milgram's famous experiments, people torn between obeying an experimenter and responding to another's pleas to stop the apparent shocks usually chose to obey orders. People most often obeyed when the person giving orders was nearby and was perceived as a legitimate authority figure; when the person giving orders was supported by a prestigious institution; when the victim was depersonalized or at a distance; and when no other person modelled defiance by disobeying.</p>

UNIT 8

INTRODUCTION TO GUIDANCE AND COUNSELLING

8.1. Key unit competence

Use effective listening to apply principles of guidance and counselling

8.2. Prerequisite

Student teachers will learn better introduction to guidance and counselling since they have understanding on: extra-curricular activities such as participating in different clubs (Debate club, English club, Media Club...), participating in different talks either organized by the school or student teachers themselves, these will engage them in active listening and speaking. As a prerequisite to study this unit student teachers need also to have some background knowledge to human growth and development and the different stages that a child goes through whilst growing up. These stages are infancy, early childhood, adolescence and early adulthood. Student teachers may also need to be familiar with the processes that go in education, issues connected with quality education, the education of the girl-child (knowledge about gender responsive pedagogy), factors that make children drop-out of schools, and those connected with high or low performance, emotional issues or development or career aspirations and visions of children.

8.3. Cross-cutting issues to be addressed

- Peace and Values Education

Guidance and counselling involves peace and value education, due to the fact that, this crosscutting issue is all about how education can contribute to a better awareness of the root causes of conflict, violence and disturbances at the personal, interpersonal level and also there are a growing number of social problems which affect the lives of young people such as competitiveness, bullying, social exclusion, teenage pregnancy, family crises, sibling rivalry, school underachievement, abuse, peer pressure and substance abuse which can cause conflict among individuals.

Building peaceful individuals and their personal relationship through guidance and counselling is the key success for a competent student teacher.

- **Gender:**

Guidance and counselling will involve Gender as crosscutting issue when roles and responsibilities counsellors reflect on both females and males. Regardless to the behaviours and attitudes which are culturally accepted as appropriate way of being feminist or masculinity.

- **Environment and sustainability**

This may be broadly understood to mean our surroundings. Finding a safe space for guidance and counselling services will make it, to be effective. The involvement of the environment and sustainability in guidance and counselling provides resources which support counsellor and his client and which also help in the growth of a relationship of interchange between counsellor, clients and the environment in which they live.

- **Inclusive education**

One of principles of guidance and counselling is that Guidance and counselling is for everyone. i.e. The service is not only for those with special handicaps but it is also meant for all "normal", developing children and adults; therefore, activities should be based on the need and total development of every person. And the involvement of Inclusive education will reflect on the fact that all learners' learning needs are to be considered and accommodated for when teaching each learning expectation.

8.4. Guidance on introductory activity

- Invite student teachers to join pairs
- Let them discuss questions which are in student's textbook in introductory activity
- Have some pairs presenting what they have discussed.
- Orient the discussion towards key concepts such as guidance, counselling, career, mentorship..... Differences and similarities...

Possible Answers to introductory activity

- a) When I have a problem or challenge which is beyond my capacity, I look for a support from different resources such as more knowledgeable people, different books ...
- b) I consult a person whom I think, he/she can help me, and we sit together, i introduce my problem/ challenge to him/her expecting convincing answer.

- c) Because, while choosing someone to support, I expect that one to be honest to me and give me a help that I need.
- d) When I meet someone to give me the support, I expect that my problem will be solved at high level.

8.5. List of lessons/sub-heading

	Lesson title	Learning objectives	Number of periods
1	Key concepts: (guidance, counselling, therapy, advising, mentorship, etc.)	Explain key concepts related to guidance and counselling	2
2	Types of guidance and counselling: career, academic, social, educational, family, and individual	Describe different types of guidance and counselling	2
3	Principles of guidance and counselling	Explain different principles of guidance and counselling	3
4	Effective listening techniques	Practice active listening techniques when supporting someone to find solutions to a problem	4
5	End unit assessment		1

Lesson 1: Key concepts related to guidance and counselling

a) Learning objective

Explain key concepts related to guidance and counselling

b) Teaching resources

Flash cards, handouts with descriptions concepts related to guidance and counselling, videos and handouts related to effective listening

c) Prerequisites/Revision/Introduction

Student teachers will learn better key concepts related to guidance and counselling since they have an understanding on factors that make children drop-out of schools learned in year one foundations of education, and those connected with high or low performance, emotional issues or development learned in year two foundations of education.

d) Learning activities

Activity 8.1

- Invite student teachers to observe individually the picture and work in pairs to answer to questions below pictures.
- Have some pairs make presentations.
- Ask other questions to help student teachers analyse well pictures.
- Support student teachers in paraphrasing their answer, when it is necessary.

Possible Answers to activity 8.1

- a) The picture is describing the teacher who is giving advice to her students; may be on academic issues, disciplinary issues, students' personal issues...
- b) This kind of support is very helpful due to the fact that they have a lot in the contribution of the wellness of students and their future successes. Since students are young, lack real life experience about life in general, are unaware of themselves, students do not in any way know how to bring about changes nor understand their implications on their lives. Among them are those who may resist change because they are already tuned to particular approach to life, or are accustomed to what life means to them, and therefore would not like to change at all.

- Give a supplementary needed explanation on concepts related to Guidance and counselling
- Support student teachers in identifying similarities and differences of related concepts.

e) Application activities

Application activity 8.1

- Ask student teachers to answer to questions which are the student textbook, application activity 9.1
- Invite some student teachers to share answers with the whole class
- Add some explanation help them in fixing what they have learned.

Possible Answers to Application activity 8.1

- a) For the answer of this question, please read the content and make a summary

b) The differences of some concepts are found in the content of the lesson. And the similarities are for example Guidance and counselling: they are designed to help the client/student, to improve the behaviour of the client/student, both involve some form of information sharing, both are involved to help the client solve a problem or make a decision.

Lesson 2: Types of guidance and counselling

a) Learning objective

Describe different types of guidance and counselling

b) Teaching resources

Flash cards, handouts with descriptions of types of guidance and counselling, videos

c) Prerequisites/Revision/Introduction

Student teachers will learn better types of guidance and counselling since they have an understanding on key concepts related to guidance and counselling learned in the previous lesson; such as guidance, counselling, career, therapy, advising, mentorship....

d) Learning activities

Activity 8.2

- Invite student teachers to read individually the scenario and work in pairs to share with the classmate.
- Have some pairs make presentations.
- Ask student teachers to questions in order support their ideas

Possible Answers to activity 8.2

- Due to the fact Diana experiencing low academic performance, I could assist Diana academically through the maintenance of academic standards and setting goals for academic success, developing skills to improve organization of studying together with others (if necessary), study habits, and time management, working through personal problems that may affect her academics or relationships, improving social skills, identifying interests, strengths, and aptitudes through assessment of himself.
- Apart from assisting students academically/educationally, you can assist them also vocationally, personally and so on.

Give supplementary needed explanation on types of guidance and counselling

- Ask more questions to student teachers to fix their understanding.

e) Application activities

Answers to Application 8.2

- Ask student teachers to answer to questions which student textbook, application activity 9.2
- Invite some student teachers to share their answers to the whole class

Possible Answers to Application activity 8.2

See the answer in the content. Type of guidance and counselling.

Lesson 3: Principles of guidance and counselling

a) Learning objective

Explain different principles of guidance and counselling

b) Teaching resources

Flash cards, handouts with descriptions of principles of guidance and counselling, videos

c) Prerequisites/Revision/Introduction

Student teachers will learn better principle of guidance and counselling since they have an understanding on types of guidance and counselling learned in the previous lesson; such as educational, vocational, career guidance and counselling....

d) Learning activities

Activity 8.3

- Invite student teachers to join their pair and answer to the question.
- Have some pairs make presentations.
- Ask student teachers some other questions related to the learning activity after presentation

Answers to activity 8.3

Guidance and Counselling service is based upon the needs of the individual pupils. It is based upon the overall well-being and development of the student, and it is also concerned with the social aspect of the pupil's affairs, as well as challenging the fundamental principles of academic achievements of the pupil.

This type of counselling also considers the pupil's relationship with his/her parents and teachers, as well as with their loyalty to the school. Guidance and counsellors have the appointed task of making sure that the child excels academically, as well as socially within the confines of the school.

- Give a supplementary needed explanation on principles of guidance and counselling

e) Application activities

- Ask student teachers to answer to questions which is in the student textbook, application activity 8.3

Possible Answers to Application activity 8.3

They are in the content of this lesson, and you will be based on these: Guidance & Counselling is for everyone, Guidance & Counselling is for all "normal", Guidance services are voluntary and not by force, The objectives of G&C should be based on clients needs and not the counsellor's needs, The practitioners should practice within ethical and moral limits., Confidentiality is one of the key principle in Guidance and Counselling, Guidance and Counselling are primarily require to prevent problems rather than providing solutions.

Lesson 4: Effective listening techniques

a) Learning objective

Practice active listening techniques when supporting someone to find solutions to a problem

b) Teaching resources

Flash cards, handouts with descriptions of effective listening techniques and counselling, videos developing listening skills

c) Prerequisites/Revision/Introduction

Student teachers will learn better effective listening techniques since they have an understanding on principle of guidance and counselling learned in the previous lesson.

d) Learning activities

Activity 8.4

- Invite student teachers to observe picture and work in pairs to answer to the questions related to the picture.
- Have some pairs make presentations.
- Ask other questions to consolidate their understandings.

Possible Answers to activity 8.4

- a) On the picture, there are two people (teacher and the student)
- b) The student is explaining his problem to the teacher, and the teacher is listening carefully what she is being told.

- Give a supplementary needed explanation on effective listening techniques
- Allow student teachers to share ideas on the lesson.

e) Application activities

Ask student teachers to answer to questions asked in the student textbook; application activity 8.4

Possible Answers to Application activity 8.4

In preparing and playing the sketch, students need to consider steps of effective listening techniques, and the role play will be related to what they have learnt in guidance and counselling.

8.6. Summary of the unit

The need for guidance and counselling in schools has become imperative in order to promote the well-being of learners. It is therefore important that school guidance and counselling services are fully functional and available to all learners in all schools to help ease the problems that they face. In this unit, we explored meaning of key concepts related to guidance and counselling, types of guidance and counselling, principles of guidance and counselling. And finally effective listening techniques has explored.

8.7. Additional Information for teachers

OTHER IMPLICATIONS OF AREAS OF GUIDANCE IN GLOBAL CONTEXT

The students' life is getting complex day by day. Students in the twenty-first century have facing many perplex and difficult situations i.e. to make wise curricular and other curricular choices, to acquire basic study skills for optimum achievement, adjustment with peers etc.

- 1. Avocational Guidance:** The individual student spends only a small portion of his time i.e. 4 to 6 hours per day in school. The rest of the time needs to be effectively managed and utilized by the child for his/her progress and development. Avocational guidance helps the child to judiciously utilize the leisure time.

The other co-curricular activities play an important role in all-round development of the child. But many parents; teachers and children put secondary importance to these activities. The students need to be properly guided for effective participation in varied types of avocational pursuits so that they are able to shape their interpersonal behaviour in desirable direction and widen their outlook.

- 2. Social Guidance:** We are social animals. But social relationships constitute a problem area for most of the students. School/educational institution is a miniature society and pupil from different socio-economic status, linguistic and socio-cultural background read there. Students some time may face problems in adjustment and social relationship. It is very important that the students to be helped in acquiring in feeling of security and being accepted by the group; in developing social relationship and in becoming tolerant towards others. This is the task of social guidance. Formally social guidance can be given by educational institutions whereas informal guidance may be provided by Family, religious institutions, Media etc.
- 3. Moral Guidance:** Moral values occupy an important place in our life. Sometimes due to influence of diverse factors students tell lies and indulge in undesirable practices. Moral guidance helps in bringing these students in to proper track and help in their all-round development.
- 4. Health Guidance:** Health is regarded as the wealth. Total health i.e. preventive and curative is the goal of health guidance. The health guidance may be a cooperative effort of Principal, Doctors, Counsellor/psychologist, Teachers, Students and parents. For promoting preventive care, the conditions of school hostel, canteen needs to be checked. Similarly, health education through formal classes and information is essential in school education stages. In the present day the concern of health guidance also pertains to guidance in HIV/ AIDs.
- 5. Leisure – time guidance:** Guidance for leisure is basically a part of personal guidance. The individual should know how to utilize his/her leisure time fruitfully. Leisure generally refers to free time a person at his disposal. Leisure in modern time is available to those who are technically trained and efficient. But, unfortunately most of us do not know how to utilize the leisure time. That is why guidance for leisure is necessary.

8.8. End unit assessment

- Invite student teachers, individually to do the question which is in the end unit assessment. (Unit 8)

Possible Answers to end unit activities

- a) Some of the benefits are:
- Students are given proper guidance on how to deal with psychological problems which can badly impact their studies. They are able to develop certain problem-solving skills which to an extent help them deal with particular issues surrounding their lives.
 - The students are advised on how to cope with different situations they tend to face in their school life. For instance, how should they talk politely or relate with their peers. This advice gave them perspective on how should they behave in certain situations.
 - Guidance and counselling helps to shape a student's behaviour and also instil enough discipline in them. Proper guidance helps them achieve their goals, well guided & counselled students know what to do and how to do things in the best possible way.
 - Students learn how to live in peace and harmony with others in the school community. Thereby, they also learn to appreciate other people in their class.
 - Guidance and counselling helps to bridge the gap between students and the school administration, since they are able to guide their problems through a proper counselling channel in the office.
 - Students get comprehensive advice on career, courses and jobs that enable them to make a proper and informed choice and understand what they can do after they are done with school.
 - Guidance and counselling allows students to talk to teachers about various experiences that make them uncomfortable. They can openly share problems that they cannot share with their parents.
 - Talks related to alcohol, drugs, personal feelings or any kind of abuse, can be openly discussed. Guidance and counselling also make students better human beings since they are counselled on how to act and behave in a particular situation
 - Guidance and counselling enables students undergoing certain difficulties in their lives, to ask questions and clarify them through guiding and counselling. Therefore, counselling helps them ask without any fear since the person in charge is willing to help.

b) In preparing and playing the sketch (Role play), student teachers need to consider steps of effective listening techniques, and the role play will be related to what they have learnt in guidance and counselling.

8.9. Additional activities

8.9.1 Remedial activities

In each of the following multiple choice items, select the best responses from A, B, C, and D,

1. Guidance and Counselling Programs in schools are.....
 - a) Ensure the education and well-being of learners.
 - b) Make learners think and be respectful while in school.
 - c) Grow well and mature into adults.
 - d) Promote boy/child education.
2. One of the major objectives of School Guidance Counselling should be:
 - a) Encourage behaviour change among students.
 - b) Teaching Guidance and counselling programs in schools.
 - c) Encourage behaviour change among male and female teachers.
 - d) Utilizing cultural diversities for the benefit of all in the school
3. When developing Guidance and counselling programs in the school, the first persons to learn about it should be:
 - a) Student body
 - b) School administration
 - c) Students who need the program
 - d) Students and parents
4. At puberty age, adolescents are always curious and experimenting many experiences. It happens that you caught them smoking and you have a suspicion that it is marijuana. What would you do?
 - a) Tell them to smoke at the smoking area.
 - b) Report immediately to the principal for appropriate action.
 - c) Confront them and scold them.
 - d) Clarify to them the hazards of smoking to their health.
5. It is a thing now that the Home-School should have a team collaboration of helping their children to the fullest. How can you encourage and maximize the potentials and involvement of your parents in school programs?

- a) Always call regular meetings.
- b) Do the home visitation in your locality.
- c) Encourage PTA'a to plan for a fund-raising campaign.
- f) Organize a more feasible and valuable parenting activities like (P-Y-E) Parent Youth Encounter.

Answers to Additional activities (Remedial activities)

1. a)
2. a)
3. c)
4. d)
5. d)

8.9.2. Consolidation activities

1. Identify and briefly discuss the objectives of school guidance and counselling.
2. Describe how a counsellor could provide meaningful emotional support to learners during the early childhood years
3. Indicate how guidance, counselling and the development of life skills form part of the education process

Possible Answers to additional activities (Consolidation activities)

1. Provide learners with a sense of security, bring learners into contact with reality, orient the learners towards reality, help learners to make sense of reality, assist learners while they are growing up by helping them to anticipate future events, give learners courage to fulfil their potential, shed light onto learners' troubles so that they can find solutions for their problems, help learners to become productive of their country.
2. Create a warm and caring classroom atmosphere, ensure emotional stability for the learner, look out for signs of maladjustment and act appropriately if necessary, discuss the learners' negative emotions, Create opportunities where he/she can experience positive emotions, look out for sign of depression, try to redirect the child's enemy into socially acceptable channels.

3. Guidance, counselling and the development of life skills can contribute to the education process. Learners are able to make informed decisions about their lives. Life orientation encompasses all the work that teachers should be doing. Counselling helps children to get to know themselves and the different careers. Life skills teach children how to deal with situations, schools guidance provide security for the learner. Brings learner into contact with reality. Teacher guides the learners and understand the learner.

8.9.3. Extended activities

1. Distinguish between “differentiated” education and “future” oriented education.
2. Why is Career Guidance and Counselling Key to the Delivery of Vocational-Technical Education?
3. What are the Key Components of Successful Career Guidance and Counselling Programs?

Possible Answers to additional activity (Extended activities)

1.

DIFFERENTIATED EDUCATION

- Differentiated education system is based on the learner’s different abilities, aptitude, and interests. Therefore, the same approach or method would not work for each individual. It is therefore important according to someone’s understanding/point of view that educators firstly consider the learners’ backgrounds and abilities as this will related to the approach that is going to be followed. They should also know the needs of their learners as well as their interests. As mentioned in inclusive education all learners can achieve if they are given time and assessed according to their needs. It is therefore crucial that the educator teach and assess learners in an appropriate way. The implications of differentiation or success will greatly depend on the ability and creativity of the educator in the classroom and whether he/she can apply different methods and using as important that the teacher and the learners form a relationship based on understanding and trust in order for differentiated education to be successful.

FUTURE-ORIENTED EDUCATION (ALSO APPLIED IN CLASS)

- Learners must be taught the necessary skills for the future therefore success at the one level needs to contribute towards at the next level. Future-oriented learning includes adding “thinking skills”, “creative skills” and “problem solving skills”.

2. Career guidance and counselling programs help individuals acquire the knowledge, skills, and experience necessary to identify options, explore alternatives and succeed in society. These programs better prepare individuals for the changing workplace of the 21st century by:

- Teaching labour market changes and complexity of the workplace
- Broadening knowledge, skills, and abilities
- Improving decision making skills
- Increasing self-esteem and motivation
- Building interpersonal effectiveness
- Maximizing career opportunities
- Improving employment marketability and opportunities
- Promoting effective job placement
- Strengthening employer relations

3.

- A planned sequence of activities and experiences to achieve specific competencies such as self-appraisal, decision making, goal setting, and career planning
- Accountability (outcome oriented) and programme improvement (based on results of process/outcome evaluations)
- Qualified leadership
- Effective management needed to support comprehensive career guidance programs
- A team approach where certified counsellors are central to the program
- Adequate facilities, materials, resources
- Strong professional development activities so counsellors can regularly update their professional knowledge and skills
- Different approaches to deliver the programme such as outreach, assessment, counselling, curriculum, programme and job placement, follow-up, consultation, referral.

UNIT 9

TEACHER AS A COUNSELLOR

9.1. Key unit competence

Identify cases where guidance and counselling is needed in the classroom context and devise appropriate strategies for intervention

9.2. Prerequisite

Student teachers will learn better teacher as counsellor; since they have an understanding on theories of human development learned in year one foundations of education, theories of learning, factors affecting learning learned in year two foundations of education, TTC leaver exit profile, professional teaching standards and professional values of teachers learned in year two foundations of education, and since they have developed a positive attitudes on the effective listening and its role in guidance and counselling learned in previous lesson. The knowledge about these areas makes it possible for student teachers to see the relevancy and application of Guidance and Counselling to help children overcome life challenges and associated problems that face them both inside and outside the school environment. Student teachers also need some background knowledge about the Social, Moral, and Personality development and the general socialization processes that influence young people as they interact with their environment. This interaction between the child and the environment can impact positively or negatively.

9.3. Cross-cutting issues to be addressed

Inclusive education

One of the professional standards describes a teacher as an educator. That is, a teacher guides and coaches his/her learners to become social, self-confident, independent, responsible, open-minded and innovative people and this makes teacher to be a counsellor. Teacher also puts special attention to learners with functional difficulties/disabilities and special educational needs by providing special guidance and counselling.

Gender

Some of growing numbers of social problems which affect the lives of young boys and girls are teenage pregnancy, school underachievement, peer pressure and substance abuse. Teacher will use skills of guidance and counselling to assist young students (Both girl and boys) in order to adjust and improve their academic activities in schools.

Environment and sustainability

To ensure that environment and sustainability is addressed as crosscutting issue during the unit entitled teacher as a counsellor will require to find a safe space so that teacher creates confidential, effective listening and responding for effective guidance and counselling.

9.4. Guidance on introductory activity

- Invite student teachers to join pairs
- Let them read scenario and answer to question related to the scenario
- Have some pairs presenting what they have discussed

Possible Answers to the introductory activity

- a) This case of Dusenge needs Guidance and counselling, because guidance counselling will make reasoning more meaningful to Dusenge. For example; where he refused to take medicine and study accordingly due to the loss of his friend Patrick. This guidance and counselling is needed to provide Dusenge with a sound foundation for future, academic, psychological and personal growth.
- b) Action to be taken will be all surrounding on providing Dusenge self-confidence in ability to succeed at school, assist him in a sense of belonging in the school environment, assist in demonstrating effective coping skills when faced with a problem, assist in creating positive and supportive relationships with other students, assisting in creation of relationships with adults that support success, assisting him in demonstrating ability to manage transitions and ability to adapt to changing situations and responsibilities, assisting in the use of effective oral and written communication skills and listening skills (talking to his mother), assisting to Use effective collaboration and cooperation skills, and assisting in demonstrating personal safety skills by taking medicine accordingly.

c) Here, students will answer based on their school/class environment. But some cases/problems are competitiveness, bullying, social exclusion, teenage pregnancy, family crises, sibling rivalry, school underachievement, abuse, peer pressure, substance abuse and children who are affected by HIV/AIDS because their parents and relatives suffer from it. All these problems affect children in a negative way, and as a result their academic activities are negatively affected.

9.5. List of lessons/sub-heading

	Lesson title	Learning objectives (from the syllabus or set according to the lesson title)	Number of periods
1	Qualities of a counsellor: personal and professional	Describe the qualities of a counsellor	1
2	Guidance services that a teacher can provide	Explain the guidance services that a teacher can provide	2
3	Roles of teacher in guidance and counselling	Identify roles of teacher in guidance and counselling	2
4	Ethical considerations of guidance and counselling	Describe ethical considerations in guidance and counselling	1
5	Steps and procedures of counselling	Explain steps and procedures of counselling	2
6	Strategies/techniques for solving problems and staging interventions	Select and devise appropriate strategies/techniques for interventions or problem-solving	2
7	Tools used when conducting guidance and counselling: observation, interview, cumulative record, questionnaire, and case study	Conduct guidance and counselling using different tools	2
8	Referral mechanisms	Identify various professionals to whom students with severe problems can be referred	2
9	Special considerations when counselling young children (ECLPE)	Explain how guidance and counselling techniques could be applied to young children	3 for ECLPE
10	End unit assessment		1

Lesson 1: Qualities of a counsellor

a) Learning objective

Describe the qualities of a counsellor

b) Teaching resources

Handouts with qualities of good counsellors and steps/procedures to follow when conducting guidance and counselling, videos of counselling cases being handled by professionals, printed case studies, samples of assessment tools (observations sheet, interview guides, questionnaires, etc.)

c) Prerequisites/Revision/Introduction

Student teachers will learn better qualities of a counsellor since they have an understanding on introduction to counselling that has learning previously.

d) Learning activities

Activity 9.1

- Form groups of four student teachers
- Invite student teachers in their group to observe different pictures which are in student textbook, activity 10.1
- Have some groups make presentations.
- Ask addition questions to consolidate the student teacher's understandings

Possible Answers to activity 9.1

- The activity which is being done is guidance and counselling
 - Some of the skills appearing on the pictures are: communication skills (listening, hearing), empathy, respect, maintaining eye contact, problem solving....
 - Here, every student answers according to the observation or experience gotten about guidance and counselling. In some schools, guidance and counselling programme is being implemented and other schools it is less effective. Tutor will assist and encourage student teachers to be pioneers and key of change in implementing guidance and counselling based on skills learned in this and the previous lessons.
- Give a supplementary needed explanation on qualities of a counsellor (both personal and professional qualities)

e) Application activities

- Invite student teachers to answer to the question individually, which is in the student textbook; application activity 9.1

- Mark their answers and give Student teachers feedback

Possible Answers to Application activity 9.1

Read the content in lesson 9.1 and answer.

Lesson 2: Guidance services that a teacher can provide

a) Learning objective

Explain the guidance services that a teacher can provide

b) Teaching resources

Flash cards, Handouts with guidance services, videos of counselling cases being handled by professionals, printed case studies, samples of assessment tools (observations sheet, interview guides, questionnaires, etc.)

c) Prerequisites/Revision/Introduction

Student teachers will learn better guidance service that teacher can provide since they have an understanding on qualities of a counsellor.

d) Learning activities

Activity 9.2

- Invite student teachers to read individually the scenario and work in pairs to share with the classmate.
- Have some pairs make presentations
- Ask student teachers additional questions

Possible Answers to activity 9.2

- a) The act of bullying happened to Hirwa was not good because it could make him experience negative physical, school, and mental health issues such as depression and anxiety, increased feelings of sadness and loneliness, changes in sleep and eating patterns, and loss of interest in activities he used to enjoy, decreased academic achievement and school participation. This could make him more likely to miss, skip, or drop out of school. And finally might retaliate through extremely violent measures such as suicide.
- b) Each and every teacher in the school must be responsible to prevent different issues such as competitiveness in terms of rivalry, bullying, teenage pregnancy, school underachievement, abuse, peer pressure and substance abuse, violence... by providence of guidance and counselling services to suspected individuals.

- Give a supplementary needed explanation on guidance services that a teacher can provide
- Have student teachers to share ideas on those services

e) Application activities

- Ask student teacher to answer to questions asked in the student textbook; application activity 9.2

Possible Answers to Application activity 9.2

Find the answer in the lesson content 9.2

Lesson 3: Roles of teacher and students in guidance and counselling

a) Learning objective

Identify roles of teacher in guidance and counselling

b) Teaching resources

Flash cards, Handouts with role of teacher and students in guidance and counselling, videos of counselling cases being handled by professionals, printed case studies, samples of assessment tools (observations sheet, interview guides, questionnaires, etc.)

c) Prerequisites/Revision/Introduction (guidance on how to start the lesson)

Student teachers will learn better Role of teacher and students in guidance and counselling since they have an understanding on guidance services that teacher can provide.

d) Learning activities

Activity 9.3

- Invite student teachers to join pairs
- Ask student teachers to observe pictures and work in pairs to answer to questions related to the picture.
- Have some pairs make presentations
- Ask additional questions to consolidate their understandings.

Possible Answers to activity 9.3

- a) These classrooms are characterized by active participation to all learners, students are motivated, and teachers care for all learners....
 - b) The following are benefit of counselling to students in schools
 - Prepare students for the challenges of the 21st century through academic, career, and personal / social development.
 - Relates educational programme to future success.
 - Facilitates career exploration and development.
 - Develops decision-making and problem solving skills.
 - Assists in acquiring knowledge of self and others.
 - Enhances personal development.
 - Assists in developing effective interpersonal relationship skills
 - Broadens knowledge of our changing world.
 - Provides advocacy for students.
 - Encourages facilitative, co-operative peer interactions.
 - Fosters resiliency factors for students.
 - Assures equitable access to educational opportunities.
- Give a supplementary needed explanation on role of teachers and students in guidance and counselling
 - Have student teachers to share ideas on those roles.

e) Application activities

- Ask student teachers to answer to questions which are in students textbook; application activity 9.2

Possible Answers to Application activity 9.3

Find the answer in the lesson content 9.3

Lesson 4: Ethical considerations of guidance and counselling

a) Learning objective

Describe ethical considerations in guidance and counselling

b) Teaching resources

Flash cards, Handouts with ethical considerations of guidance and counselling, videos of counselling cases being handled by professionals, printed case studies, samples of assessment tools (observations sheet, interview guides, questionnaires, etc.)

c) Prerequisites/Revision/Introduction

Student teachers will learn better ethical considerations of guidance and counselling since they have an understanding on Role of teacher and students in guidance and counselling.

d) Learning activities

Activity 9.4

- Invite student teachers to read individually the case study and work in pairs to answer questions related to case study.
- Have some pairs make presentations
- Ask additional questions to make student teachers understanding the lesson.

Possible Answers to activity 9.4

It would appear that either Suzan trusts her Aunt (Who is a teacher) or that there may be no one else she can approach for help. The aunt could use the existing trust to help Suzan look at the situation from many angles during the period between now and when the baby is born. They could consider how probable it is that Suzan will go back to school after the baby is born. They may also work together to decide on an action plan. This might include visiting the health centre, learning about caring baby during pregnancy, and telling Suzan's mother. Through this process, Suzan will be encouraged to take responsibility and gain hope for the future. Depending on how the counselling proceeds, the aunt may feel unable to help Suzan and may need to refer her to other professionals.

- Give a supplementary needed explanation on ethical considerations of guidance and counselling
- Have student teachers to share ideas on those ethics.

e) Application activities

Answers to Application 9.4

- Ask student teacher to answer to questions asked in student book; application activity 10.4

Possible Answers to Application activity 9.4

For the answer, please see in the content of lesson 9.4

Lesson 5: Steps and procedures of counselling

a) Learning objective

Explain steps and procedures of counselling

b) Teaching resources

Flash cards, Handouts with steps and procedures of counselling, videos of counselling cases being handled by professionals, printed case studies, samples of assessment tools (observations sheet, interview guides, questionnaires, etc.)

c) Prerequisites/Revision/Introduction

Student teachers will learn better steps and procedures of counselling since they have an understanding on ethical considerations of guidance and counselling.

d) Learning activities

Activity 9.5

- Invite student teachers to answer which is in the student textbook; learning activity 10.2 and work in pairs to answer to the question.
- Have some pairs make presentations
- Ask additional questions to consolidate their understandings.

Possible Answers to activity 9.5

Irrespective of gender, social and educational status, a counsellor has to show every client respect, help them feel at ease, and encourage them to explain their needs, express their concerns and ask questions.

- Give a supplementary needed explanation on steps and procedures counselling
- Have student teachers to share ideas on those steps and procedures

e) Application activities

- Ask student teachers to answer to the question which is in the students textbook; application activity 9.5

Answers to Application activity 9.5

Steps and procedures of counselling are:

- **Active attending or Listening:** It is most important step in counselling because the details provided by the client are based on it. Active listening means listening carefully and paying attention to verbal as well as non verbal signals
- **Interpretation:** Often people avoid focusing on the real problem and talk around the issue. Interpretation goes beyond what is explicitly expressed by the feelings and implied meanings of the client's statements
- **Repeating:** At times of stress and crisis, clients are in a state of denial or feeling overwhelmed. They may not always understand everything they are told. As a counsellor, do not hesitate and repeat salient points of the discussion, statements of support or necessary facts
- **Summarizing:** Many people who are stunned by news of the disease may respond by talking quickly and trying to provide more details or ask more questions; than counsellor can absorb or comprehend. It is then helpful for the counsellor to interrupt at times and summarize what has been said..
- **Confrontation:** Many a time's clients are so much preoccupied with their fears that cannot see the connection between their behaviour and the responses of the others. Confrontation involves a direct examination of incongruities and discrepancies in the client's thinking, feeling and/or behaviour
- **Respecting:** As a counsellor, try to appreciate that people see their problems in unique personal ways determined by culture, social class and personality. Respect client's views and beliefs and build on them.
- **Structuring or Prioritization:** Structuring means helping the client to see relationship between facts and feelings. It helps clients to determine the important aspects of their concern that needs immediate attention and other less important aspects that can be put off until later.
- **Deciding Plan of action:** Based on the scientific knowledge, cultural and socioeconomic aspect of the client, help the client to explore all the possible solution for the prioritised aspect and choose the most relevant option for action
- **Concluding a counselling session:** While ending the session summarize the salient points and decision taken, congratulate client for their efforts, wish them luck and fix next visit.

Lesson 6: Strategies/techniques for solving problems and staging interventions

a) Learning objective

Select and devise appropriate strategies/ techniques for interventions or problem-solving

b) Teaching resources

Flash cards, Handouts with strategies/techniques for solving problems and staging interventions, videos of counselling cases being handled by professionals, printed case studies, samples of assessment tools (observations sheet, interview guides, questionnaires, etc.)

c) Prerequisites/Revision/Introduction

Student teachers will learn better strategies/techniques for solving problems and staging interventions since they have an understanding on steps and procedures of counselling.

d) Learning activities

Activity 9.6

- Invite student teachers to read in the scenario and work in pairs to share with the classmate.
- Have some pairs make presentations
- Ask additional questions to consolidate their understandings.

Possible Answers to activity 9.6

This is initial client statements and of counsellor responses that encourage further clarification and/or development of the initial statement. It is in listening where the counsellor should establish in the beginning that he/she is there to listen to their clients. The clients should be doing most of the talking, especially in the early stages of the process. The counsellor needs to avoid changing the topic or taking the conversation in a new direction, except in cases when it is definitely necessary, such as when the clients are waffling, talking in circles, or not talking about what is really significant. In these cases, it is best to point out to them what is happening and why they are changing the topic or the direction of the conversation. But generally the counsellor needs to keep the focus on what is important to the client, and let them lead the conversation.

Give a supplementary needed explanation on strategies/techniques for solving problems and staging interventions

- Have student teachers to share ideas on those strategies.

e) Application activities

- Ask student teachers to answer to the question which is in student textbook; application activity 10.6
- Guide student teachers to the task being asked to be done.

Possible Answers to Application activity 9.6

Facilities to be used will be found in the content of this lesson 9.6

Lesson 7: Tools or techniques used when conducting guidance and counselling

a) Learning objective: Conduct guidance and counselling using different tools or techniques

b) Teaching resources

Flash cards, Handouts with tools or techniques used when conducting guidance and counselling, videos of counselling cases being handled by professionals, printed case studies, samples of assessment tools (observations sheet, interview guides, questionnaires, etc.)

c) Prerequisites/Revision/Introduction

Student teachers will learn better tools or techniques used when conducting guidance and counselling since they have an understanding on strategies/ techniques for solving problems and staging interventions.

d) Learning activities

Activity 9.7

- Invite student teachers to answer to the question
- Use pair to share ideas on the question asked.
- Have some pairs make presentations
- Ask additional questions to support their understandings.

Answers to activity 9.7

During guidance and counselling process, information/Data is obtained through observation, interview, records, questionnaires...

Give a supplementary needed explanation on tools or techniques used when conducting guidance and counselling.

- Have student teachers to share ideas on those tools.

e) Application activities

- Ask student teachers to answer to the question which is student book; application activity 9.7

Possible Answers to Application activity 9.7

As teacher of this learner, some of tools to be focussed are: Observation

Interview, Cumulative record, Questionnaire, and teacher may use these tools for collecting basic data about the individual in either standardized or non-standardized way.

Lesson 8: Referral mechanisms

a) Learning objective

Identify various professionals to whom students with severe problems can be referred

b) Teaching resources

Flash cards, Handouts with referral mechanism, videos of counselling cases being handled by professionals, printed case studies, samples of assessment tools (observations sheet, interview guides, questionnaires, etc.)

c) Prerequisites/Revision/Introduction

Student teachers will learn better referral mechanisms since they have an understanding on strategies tools or techniques used when conducting guidance and counselling.

d) Learning activities

Activity 9.8

- Invite student teachers to read individually the scenario and work in pairs to share with the classmate.
- Have some pairs make presentations
- Ask additional questions to student teachers to boost their understandings

Possible Answers to activity 9.8

A counsellor is faced with an ethical dilemma. It is better to seek support from the other professionals or bring in an experienced couples counsellor to work with you. But better to ask clients' permission to bring in that expert.

- Give a supplementary needed explanation on referral mechanisms.
- Have student teachers to share ideas on those referral mechanisms.

e) Application activities

Ask student teacher to answer to questions asked in the student book; application activity 10.8.

Answers to Application activity 9.8

Professionals to whom students with severe problems can be referred are for example; health professionals, psychosocial professionals, they may be referred to the protection services, nutrition, education, shelter, material or financial assistance, physical rehabilitation, community centre and/ or a social service agency. In any case a counselling support needs extra assistance.

Lesson 9: Special considerations when counselling young children (ECLPE)

a) Learning objective

Explain how guidance and counselling techniques could be applied to young children

b) Teaching resources

Flash cards, Handouts with special considerations when counselling young children, videos of counselling cases being handled by professionals, printed case studies, samples of assessment tools (observations sheet, interview guides, questionnaires, etc.)

c) Prerequisites/Revision/Introduction

Student teachers will learn special considerations when counselling young children since they have an understanding on better referral mechanisms.

d) Learning activities

Activity 9.9

- Invite student teachers to observe pictures and share with pair
- Ask them to answer to questions which are below pictures in the student textbook; learning activity 9.9
- Have some pairs make presentations
- Ask additional questions to student teachers in order to make them understand the lesson

Possible Answers to activity 9.9

- On the picture, I see young children who are playing in the ground
 - Parents and teachers provide basic assistance to make their young children live in harmony, happily, learning to solve basic problems, and develop different interests and skills, which need to be honed as they grow up.
 - Parents and teachers should collaborate to address problem of young children sharing data about behaviours of young children, both home and at school. Visit children's home. And parents visit their children at school.
-
- Give a supplementary needed explanation on special considerations when counselling young children.
 - Have student teachers to share ideas on special considerations.

e) Application activities

- Ask student teacher to answer to questions asked in the students textbook; application activity 10.9

Answers to Application activity 9.9

- a) Please, see the answer in this lesson content 9.9

9.6. Summary of the unit

Counselling is a learning-oriented process which usually occurs in an interactive relationship where the counsellor expresses care and concern towards the person with a problem. The counsellor's role is that of a guide who helps facilitate that person's personal growth and positive change through self-understanding. A teacher as a counsellor is the ability to be self-aware and empathetic. To be Self-awareness - reflecting on our actions and making changes to improve ourselves to become better people and better teachers. Empathy – standing in the shoes of our students and seeing our class through their eyes. Remembering what it is like to learn a foreign language how that affected us physically, mentally and emotionally.

This unit covered the following lessons: qualities of a counsellor: professional and personal, guidance services that a teacher can provide, roles of teacher in guidance and counselling, ethical considerations of guidance and counselling, steps and procedures of counselling, strategies/techniques for solving problems and staging interventions. We have also covered different tools used when conducting guidance and counselling, referral mechanisms and special considerations when counselling young children.

9.7. Additional Information for teachers

Counselling for both life choice and career choice

Parents and children still believe in bringing good marks to get into the best engineering or dental school that will give them a successful career for example. But, it is also important to know the interests of children; here the teacher plays a vital role. Choosing the right stream or field for the children is totally dependent on self-assessment.

Self-assessment includes observing the abilities, interest area, analytical skills, work style and personality of the child. With broad career options, teachers need to equip the child with all recent trends, current developments in different streams, demands and financial prospectus giving priority to the child's interests.

Counselling sessions at an early age opens the lines of communication making children familiar with the importance of choosing the right career. A regular counselling session is about listening to the child and giving respective suggestions.

Guidance and Counselling in schools aim at:

Rendering focus on the needs of a child

With regular guidance and counselling sessions, teachers can give the desired focus to every student. Continuous interaction with students can build trust which can fine-tune the relationship between the teacher and child. Counselling sessions are a gradual process to mould and redirect children for a brighter future.

Acquiring the right understanding

Every child is special and unique in its own way. Productive counselling can help the teacher to understand how much attention is required to be given to a child.

Maintaining discipline

Counselling helps in improving the relationship between the teacher and children which can be beneficial to develop control on the child. Every educational institution has its own goals that can be achieved if you have control over the children. This helps you to maintain discipline and keep your children in check.

Enabling overall development

Along with academic and career development, social and personal development is also important. Students need to acquire knowledge, attitudes and interpersonal skills to set their own goals, make their own decision and take necessary decisions to achieve those goals. Children need to also know how to be a good human being.

Some More Benefits of a Guidance and Counselling programme in school:

- Prepares children for career and personal challenges through career and personal development.
- It makes them competent for future success.
- Equips them with all the latest career trends.
- Improves personal development.
- Shapes the child for decision taking and making the process by developing their interpersonal skills.
- Encourages teamwork and leadership qualities.
- Educates them about the changing world.
- Fosters effective learning.
- Gives them a feeling of being heard.
- Facilitates with better communication skills and enhances their personalities.
- Role of a guidance counsellor:
 - Gives wings to the dreams of children through vocational and career-oriented guidance.
 - Lends a hand to individual problems both academic and personal.
 - Aids in personal development.
 - Offers information about jobs, interviews, career scopes, advantages of selecting a specific field, the process of achieving it.
 - Advises on study techniques.
 - Makes the child mentally prepared for future outcomes.
 - Leads the child to a pathway by motivating on the strong points.
 - Works on polishing the skills to reach a determined goal.
 - Introduces to external agencies.

9.8. End unit assessment

- Invite student teachers to do an end unit assessment
- Collect their works and mark them
- Give student teachers feedback

Possible Answers to the End unit assessment

- a) The answer in of the question will be found in the content but student teachers will have to explain in details these: those affect young children in nursery schools are Vulnerability within the School Environment, Learning Disabilities, Communication, Introversion, Stress and Anxiety, Diet and Nutrition, Behaviour Problems, Aggression. And those affect other children are affected by HIV/AIDS because their parents and relatives suffer from it, problems related to the rivalry competitiveness, bullying, teenage pregnancy, family crises, sibling rivalry, school underachievement, abuse, peer pressure and substance abuse.
- b) In some cases, for example Academic guidance which is referred to as psychological and educational support, provided to pupils/students in nursery schools, schools and other educational institutions will involve: identifying pupils'/students' individual developmental and educational needs and psychological and physical abilities, and environmental factors which have impact on their functioning in a nursery school, school or educational institution; and addressing the needs identified. And the responsibilities of teachers, class / group tutors and specialists in (nursery) schools and educational institutions will include, in particular: assessing pupils'/students' individual developmental and educational needs and psychological and physical abilities; identifying pupils'/students' strengths, predispositions, interests and aptitudes or talents; identifying reasons behind academic failures or difficulties in pupils'/students' functioning, including barriers and constraints which make it difficult for them to function and participate in the life of their (nursery) school or educational institution; taking measures which help pupils/students develop their competences and potential in order to enhance the effectiveness of their learning process and improve their functioning; collaborating with a counselling and guidance centre in diagnostic and post-diagnostic processes, in particular, regarding: performance/functional behaviour assessment; barriers and constrains in the environment which make it difficult for pupils/students to function and participate in the life of their (nursery) school or institution; outcomes of measures taken to improve pupils'/students' functioning and further measures to be planned.

9.9. Additional activities

9.9.1 Remedial activities

A. Multiple Choice Questions

1. Which programme should be based upon understanding the needs and problems of the students, competence and interest of the guidance personnel?
 - a) Guidance tools
 - b) Guidance principles
 - c) Guidance and counselling services
 - d) Guidance techniques
2. Which guidance service suggests the importance for maintaining continuous effort of knowing the whereabouts of the graduates and drop outs?
 - a) Evaluation
 - b) Placement
 - c) Counselling
 - d) Follow-up
3. When should a teacher and a pupil hold a case conference?
 - a) As need arises
 - b) Before the start of the school year
 - c) At the end of the semester
 - d) At the close of the day's work
4. Teacher Marc attends to emotionally disturbed students. Which guidance and counselling service is being provided by Teacher Marc?
 - a) Inventory service
 - b) Information service
 - c) Placement service
 - d) Counselling service
5. Justine is already in the senior three year of high school. After attending to their career choices, still Justine is confused with her career plan, whether to take Teacher Training College or General Education. How would you assist her?
 - a) Tell her to choose a course that is closer to her heart.
 - b) Tell her to take an aptitude test to know about her strengths.
 - c) Tell her that you are a model in Teaching
 - d) Let her see a career guidance counsellor

6. A living guidance programme for social information service. Meeting on Personality Development while for the educational information is _____.
- a) How to Study Effectively
 - b) Job Fair
 - c) Parenting
 - d) Student's Profiling of Records
7. Which concerns the regular check-up of the effectiveness of guidance program?
- a) Research and Evaluation
 - b) Follow-up
 - c) Counselling
 - d) Placement
8. Which test should be administered if the teachers/counsellor's purpose is to identify the individuals hidden/inner feelings prejudice, desires and thoughts?
- a) Interest inventories
 - b) Aptitude tests
 - c) Projective tests
 - d) Achievement tests
9. If counselling service is to gain understanding of oneself: Follow-up is to _____.
- a) Keep in constant touch with former student.
 - b) Indicate what programme may be improved.
 - c) Help the student in achieving particular placement he desires.
 - d) Understand the world of work.
10. In a class, there are children who usually get out of the social circle. How do you describe these children?
- a) Aggressive type
 - b) Friendly type
 - c) Quarrelsome type
 - d) Shy type
11. For the guidance and counselling service to be effective, the school administrator should _____.
- a) Check the facilities of the guidance and counselling office.
 - b) Hire a complete counsellor.
 - c) Familiarize himself with the nature, goals and principles of guidance

- d) Participate in all guidance activities.
12. Dianne has above average mental ability but she is poorly motivated in class that is why she has low scores/marks in her academic performance. Is she?
- a) Slow learner
 - b) Superior
 - c) Under-achiever
 - d) Over-achiever
13. Which aims to make available knowledge or inputs not ordinarily provided through the instructional programme or during the regular period of time?
- a) Counselling
 - b) Information
 - c) Follow-up
 - d) Placement
14. What type of learner is he when he can perform better than expected?
- a) Gifted
 - b) Over-achieving
 - c) Under-achieving
 - d) Slow learner
15. Ms. Patricie found that one of her pupils has a language disorder. What must she do?
- a) Force her to talk
 - b) Encourage her to join other pupils with the same difficulty
 - c) Laugh at her when she makes mistakes
 - d) Listen to her attentively and create a group activity where she can participate
16. The responsibility of the counsellor is to _____.
- a) Express his view to the counselee/client
 - b) Make decision for the counselee
 - c) Set up goals for the counselee
 - d) Following-up stage
17. What kind of guidance service does the counsellor perform when she schedules job fairing the school?
- a) Career information
 - b) Occupational placement
 - c) Educational placement

d) Follow-up

18. Which statement about counselling is QUESTIONABLE?

- a) Counselling is inherited in a school
- b) Counselling is cooperative endeavour
- c) Counselling does not involve the principal and other school personnel
- d) Counselling enhances the guidance program, teaching and supervision

19. Which measure will help a counsellor know an individual before the counselling process?

- a) Conducting personality test
- b) Asking him to write an autobiography
- c) Interviewing the individual's parents and significant others.
- d) Studying all available records

20. What is the ultimate aim of counselling for the individuals to attain?

- a) Self-knowledge
- b) Self-direction
- c) Self-discovery
- d) Self-understanding

Possible Answers to Additional activities

A. Possible answers for Multiple choice questions

- 1. c
- 2. d
- 3. a
- 4. d
- 5. b
- 6. a
- 7. a
- 8. c
- 9. a
- 10. d
- 11. c
- 12. c
- 13. b
- 14. b

Possible Answers to Additional activities

A. Possible answers for Multiple choice questions

- 15. d
- 16. c
- 17. a
- 18. c
- 19. d
- 20. d

9.9.2. Consolidation activities

1. Describe the Purpose of Guidance and Counselling in Educational Institutions.
2. Guidance and counselling programme is to be established in a new public school that just opened in an expanding school district. The first step in developing the guidance programme is to:
 - a) Clarify the school district's unique instructional goals
 - b) Devise behavioural objectives for classroom management
 - c) Decide on minimum competency levels for student progression to higher grade levels
 - d) Gather appropriate counselling and guidance materials, such as tests and occupational information
 - e) Survey the guidance and counselling needs of the student body
3. Which of the following components is the LEAST important in a comprehensive guidance program?
 - a) Student outcomes and competences
 - b) Direct delivery of counselling on a demand basis
 - c) Placement, follow-up, and follow-through activities
 - d) Accurate counts of the frequency of student-initiated
 - e) Appropriate materials and resources
4. When should the counsellor inform students about conditions that may require the provision of more than routine counselling?
 - a) At a time half-way through the counselling relationship
 - b) Only when an ethical issue arises during the counselling relationship
 - c) Only while giving the student advice on which the counsellor expects the student to act

- d) Near the close of the counselling relationship
 - e) At or before the time the student enters the counselling relationship
5. The best way for a counsellor to address the problem of a student's monopolizing group counselling time is to
- a) Tell the student that group participation will be terminated if the behaviour does not change
 - b) Have the group examine the student's behaviour in a productive and non-threatening manner
 - c) Ask the student politely to allow the other group members to speak more frequently
 - d) Discuss the student's monopolizing behaviour with the student outside of group time
 - e) Discuss the problem with the student's parents
6. A high school counsellor meets with a student who is having difficulty deciding what college to attend in the fall. The counsellor discloses his own personal reflections on decisions he made relating to college choice. As the counsellor reflects on his past decisions, he describes regrets.

The counsellor's comments are

- a) Appropriate because they help the student understand that he is not alone in his dilemma about choosing a school
 - b) Appropriate because they allow the student to feel close to his high school counsellor
 - c) Inappropriate because the counsellor does not understand contemporary issues related to choosing a school
 - d) Inappropriate because they focus more on the counsellor's experience than on the student's current dilemma
 - e) Inappropriate because a counsellor should never disclose personal information
7. Which of the following is a disadvantage of asking clients open-ended questions during counselling?
- a) Asking them does not allow clients to express their true feelings
 - b) Asking them may cause the therapeutic process to get off track if the client is talkative
 - c) Asking them does not allow clients to feel comfortable during therapy
 - d) Asking them does not allow counsellor to gather information on several issues
 - e) Open-ended questions are not accepted interventions in most counselling situations

Possible answer on consolidation activities:

1. The objectives of the guidance and counselling programme are to provide services which will meet certain needs in the growth and development of young people, namely:
 - a) **Personal development and adjustment:** Self-understanding: the discovery of potentialities, special aptitudes, and interests. Recognition and development of favourable attitudes and habits, and the elimination of undesirable traits
 - b) **Educational progress and adjustment:** Selection of appropriate courses in line with individual needs, interests, abilities, and circumstances Choice of the right type of advanced training, college or otherwise
 - c) **Occupational development and adjustment:** Information on occupational opportunities and trends Knowledge of occupational fields toward which individual aptitudes and interests may be the best directed. Help in finding suitable employment.
 - d) **Follow-up after leaving school:** Research with respect to needs of pupils and the effectiveness of the secondary school curriculum.
2. **The best answer is E.** Survey approaches used to determine guidance and counselling needs in the school are valuable for the completeness of the data collected and the coverage provided. Surveys are probably the most frequently used approached tend to emphasize the availability of activities, staff, facilities, and programs.
3. **The best answer is D.** major features of comprehensive guidance programs include a focus on student outcomes or competencies. Student achievement of these outcomes is the responsibility of the program. Guidance activities and resources designed to assist students in achieving these competencies are organized accordingly. In addition, comprehensive guidance programs provide for placement, follow-up, and follow-through activities to assist students in their next steps. Direct delivery of counselling and other guidance activities on a demand basis is included because there may be a need for direct immediate services to students while they are still in the school building.
4. **The best answer is E.** According to the American school counselling association, the counsellor must inform the client of the purposes, goals, techniques, rules of procedure, and limitations that may affect the relationship at or before the time the counselling relationship is entered. Issues of violating the rights of clients are raised when counsellors fail to provide adequate information that may affect the clients 'welfare.

5. The best answer is B. The best way for the student and his/her peers to learn from the experience of the inappropriate interaction is for them to examine the behaviour and its implication is for them to examine the behaviour and its implications in a nonthreatening manner. The other choices either do not take advantage of the group setting to help all students involved or are offensive and non-productive to the treatment of the student who is monopolizing group time.

6. The correct answer is D. unless the counsellor can identify a direct therapeutic connection between his own experiences and the client's current situation, self-disclosure focuses the session on the counsellor, and is, therefore, not appropriate, so D is the correct answer.

7. The correct answer is B. An open-ended question allows the client to choose how to respond. This freedom may be positive if it allows the client to move on to topics that are a concern, but it may also allow the client to move away from the present focus of therapy, so B is the correct response.

9.9.3. Extended activities

Analyse these case studies

1. A pupil X is a 12-year-old girl who had a trauma. Her mother died with brain cancer when she was 5 and she has been living with her grandmother ever since. Her grandmother does not like to talk about brain cancer and none of X___'s friends know historical background of X. When you speak to X___, she doesn't say anything and keeps looking at the floor with her arms crossed.

How do you counsel X___?

2. G___ is a 16-year-old young man who tested positive for HIV 4 weeks ago. When you see him at the clinic today, he appears upset. He says that he hasn't told anyone about his HIV status, that he isn't doing well in school, and that he feels really angry most of the time. His girlfriend is threatening to break up with him because of his moodiness. When you ask him questions, he gives you short responses in an angry voice. How do you counsel G___?

3. Several classmates repeatedly called a student with a learning disability "stupid," "idiot," and "retard" while in school and on the school bus. On one occasion, these students tackled him, hit him with a school binder, and threw his personal items into the garbage. The student complained to his teachers and guidance counsellor that he was continually being taunted and teased. School officials offered him counselling services and a psychiatric evaluation, but did not discipline the offending students. As a result, the harassment continued. The student, who had been performing well academically, became angry, frustrated, and depressed, and often refused to go to school to avoid the harassment.

- What did the school environment do correctly?
 - What did the school environment do incorrectly?
 - What should the school environment do now?
4. A senior five student has Type I diabetes and must administer insulin by injection during normal school hours. He must also test his blood sugar levels during school hours. The student had an individualized health care plan, and the student's father met with school clinician to discuss the student's medical needs. The student's father requested that the student be provided a clean place to test his blood sugar levels and administer insulin, and stated that the student could do so on his own. A month into the school year, the student's father called to express his concern that the student was testing his blood in a bathroom and may not have been properly checking his blood sugar levels. The student's father requested monitoring and supervision of the student while he tested his blood sugar and self-injected insulin.

It was agreed that the student would go to the guidance office for monitoring and the school clinician would measure the insulin dosage based upon the student's blood sugar levels. The student was never referred for the further treatment.

- What did the school environment do correctly?
- What did the school environment do incorrectly?
- What "regular or special education and related aids or services" should be provided to the student?

Possible answers to Extended activities

1. You want to get X___ to trust you. Assuming she likes and trusts the health worker, she will eventually open up and discuss why she is so angry. Start with general questions (open-ended, of course) to encourage her to talk about herself (for example, "What's your favourite subject in school?").
 - The key is to establish trust — i.e., a key listening and learning skill for today's session with X___ is "Actively listen and show interest in the client." Once she sees that you are interested in her and can be trusted, then you can use empathy ("Empathize — show that you understand how the client feels") to ask, for example, "X___, you seem angry today, would you mind telling me why?"
2. You want to let G___ know that anger is a normal part of coming to terms with his HIV-status.

- If you (as the health worker) have met G___ previously (maybe you were the health worker who gave him the test result 4 weeks ago), then you might be able to start this session using your empathy skills (“Empathize — show that you understand how the client feels”). First, acknowledge his anger. Reassure him that this is normal, but then ask, for example, “What do you think is making you feel so angry right now?”
 - If you are meeting G___ for the first time, you may want to just start with getting to know him by asking open-ended questions before using your empathy skills.
 - G___ may not be ready to talk. If he isn’t, ensure that you’ve communicated to him that you care (through “Use of helpful non-verbal communication,” “Actively listening and showing interest” and “Reflecting back what the client is saying”).
 - When you summarize the counselling session with him, make a follow-up appointment and make sure he knows how to find you if he wants to come in before that date.
3. In this example, the school failed to recognize the misconduct as disability harassment. The harassing conduct included behaviour based on the student’s disability, and limited the student’s ability to benefit fully from the school’s education programme (e.g., absenteeism).

In failing to investigate and remedy the misconduct, the school did not comply with its obligations. Counselling may be a helpful component of a remedy for harassment. In this example, however, since the school failed to recognize the behaviour as disability harassment, the school did not adopt a comprehensive approach to eliminating the hostile environment. Such steps should have at least included disciplinary action against the harassers, consultation with teachers, counsellors to ensure a comprehensive and effective response, special training for staff on recognizing and effectively responding to harassment of students with disabilities, and monitoring to ensure that the harassment did not resume.

4. It is required that a recipient shall conduct an evaluation of any student who, because of disability, needs or is believed to need special education or related services, before taking any action with respect to the initial placement of the student in regular or special education. There was sufficient evidence for the rights of the child to conclude that the school should have pursued a referral on behalf of the Student and failed to do so. While some students with diabetes may be adequately served under an individualized health care plan, the school was aware of particular circumstances with regard to this student that warranted additional action in order to comply with the requirements.

Children's Rights found that this information should have given the school reason to suspect that the student may have a disability resulting in a need for special education or related services. The school is further obligated to comply with requirement of children with disability procedural safeguards. Specifically, it must provide notice of rights of children, including the right to due process, with respect to any actions it takes regarding the Student's identification, evaluation, or educational placement.

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