THE AGA KHAN UNIVERSITY

Fundamentals of Early Childhood Education
in the Pre-Primary Classroom
2016

COURSE HANDBOOK

FURSA KWA WATOTO

THE AGA KHAN UNIVERSITY

Acknowledgement

Table of Contents

1.   Introduction

The provision of quality pre-primary education is essential to improve developmental and learning outcomes for children. The need to improve the quality of learning in any classroom environment is closely linked to the quality of teaching and the supporting resources such as professional development training, teaching and learning materials and ongoing pedagogical support. The Fursa kwa Watoto programme strives to promote teacher professional development in order to enhance the quality of teaching in every classroom. Our approach to teaching is built on the understanding that quality, equity and relevance matter in efforts to create enabling conditions for teachers and learners in the classroom to positively interact in meaningful ways.

In Tanzania, pre-primary education is delivered through two different modalities: (i) **formal pre-primary classrooms** attached to primary schools; and (ii) **satellite pre-primary classrooms** (community 'owned' but government 'resourced') planned for hard to reach areas where no pre-primary programme exists. Despite significant efforts to increase access to holistic and quality Early Childhood Development (ECD) services, the Government of Tanzania is still facing significant challenges in ensuring quality pre-primary education service delivery for all children according to national policies and it is currently unclear which aspects of quality improvement offer the best value for money.

It is noted clearly that different stakeholders when referring to services for young children from conception to eight (8) years old use various terminologies such as Early Childhood Care and Development (ECCD), Early Childhood Development (ECD), Early Childhood Care and Education (ECCE) and Early Childhood Education (ECE). The differences in these terms are very minimal because they all refer to services targeting young children between conceptions to eight years. In this manual, Early Childhood Education (ECE) and pre-primary education are used interchangeably to cover the services provided to children between five years old and six years old. This reflects well the time when these children are formally required by the Tanzania's Education and Training Policy 1995 to be in pre-primary classrooms.

The *Fursa kwa Watoto*   (Opportunities for Children) programme works with and through the Government of Tanzania, especially the Ministry of Education and Vocational Training and is aligned with key educational policies and strategies including the Primary Education Development Plan (PEDP III), Big Results Now (BRN) and the Global Partnership for Education

(GPE) grant for the Government of Tanzania. The key implementing partners of the program specific activities are:

- **Children in Crossfire**: Lead implementing partner and coordinator of all programme activities in Tanzania
- **Ministry of Education and Vocational Training:** policy and technical inputs for alignment to policy
- **UNICEF Tanzania**: ECD advocacy to policy makers and technical inputs and lead for the satellite pre-primary classes
- **SoCHa**: Independent monitoring and evaluation of programme
- **Mathematica**: Impact evaluation of programme pilot
- **Dubai Cares**: project funding and oversight

Children in Crossfire's local partners include:

- **Aga Khan University - Institute for Education Development, East Africa (AKU-IED, EA)**: capacity building of teachers and para-professionals
- **Maarifa ni Ufunguo**: local implementing partner in Kilimanjaro region
- **TAHEA** (Tanzania Home Economics Association): local implementing partner in Mwanza
- **TECDEN (**Tanzania Early Childhood Development Network): ECD advocacy at regional levels

Overall aim of the project: to generate answers to key policy questions related to quality improvement of pre-primary education and renew commitment for ECD in Tanzania. More specifically the programme will:

- **Design and test a pre-primary enhancement package** aligned to existing policies and aimed at improving the quality of pre-primary education in the formal pre- primary classes
- **Measure the impact** of this enhancement package **on learning outcomes** for children at entry into primary school and potentially **at the end of Standard 2**
- Foster an **enabling environment for resourcing, managing and monitoring** pre-primary education in the programme target regions and nationally
- **Contribute to the global knowledge base on ECE** and feed into key regional and international policy/technical forums.

In-Service training is a crucial part of the project due to the need for upgrading existing teachers and Para-professionals teaching in pre-school classrooms. According to the Teacher Recruitment and Education Policies and through AKU-IED's meetings with the Ministry of Education many practitioners would welcome additional input into the conceptual bases underpinning Early Childhood theories, and more formal understandings of Child Development. Training these two groups will avail the students an opportunity to experience positive learning experiences in the classroom. This in turn will support the development of skills knowledge and attributes for maximizing learners' physical, cognitive, social and emotional potential in achieving school readiness as per the project goals.

The course handbook was developed by AKU-IED, EA for the Fundamentals of Early Childhood Education in the Pre-Primary Classroom trainings to be delivered to Teachers/para-professionals working in pre-primary classrooms in selected schools with the Fursa kwa Watoto (Opportunities for Children) Project in Kilimanjaro and Mwanza regions of Tanzania.

2.   Brief Description of the Course

The course is designed to support pre-primary practitioners to enrich implementation of the existing National Curriculum. In response to identified priorities with stakeholders from the Ministry of Education and Vocational Training, Tanzania Institute of Education (Ministry of Education and Vocational Training (MOEVT), 2009) and other relevant stakeholders, particular emphases in this course include using play to support learning, engaging children interactively, and creating a conducive environment for the development of social, emotional and behavioural competencies. Pre-primary practitioners will therefore be more effectively able to provide meaningful and engaging learning experiences, in part to ensure 'school readiness'.

The following five main themes, which are covered in this course, are:
- Concepts of Early Childhood Education (ECE)
- Pre-primary learning environment
- Teaching and learning in early years using the National Curriculum
- Reflective Practice

- Dealing with contextual issues.

The course schedule with detailed activities of each day of the course is presented later in this document under the 'Course Overview' (see table below of the FkW curriculum overview in section 9).

3.   Course Aims and Objectives

The overall aim of the course is to enhance pre-primary practitioners' competencies in ensuring a conducive learning environment. The objectives of the course are to provide Course Participants (CPs) with opportunities to:

- Further learn about concepts related to early childhood education
- Enhance pre-primary teaching competencies
- Apply reflective practices
- Develop strategies to manage contextual issues
- Deepen understanding as to how to create and sustain a caring environment.

This course is designed for pre-primary school practitioners coming from public primary schools where the Fursa kwa Watoto (FkW) programme is being implemented.

4.   Learning Outcomes

By the end of the course, CPs will be further enabled to:

- Demonstrate knowledge of concepts related to ECE
- Apply diverse and relevant teaching and learning practices
- Identify professional learning needs and engage in reflective practices
- Incorporate contextual issues
- Create a caring and stimulating learning environment

4.1   Specific skills will include:

- Planning and implementing teaching and learning experiences that are relevant to the pre- primary age group.

- Implementing interactive approaches to teaching and learning in the classrooms.

- Reflecting on classroom experience in support of on-going improvement.

4.2   Approaches to teaching

The course will consist of a variety of teaching and learning experiences that include:

- Brief facilitator presentations
- Small group and whole class discussions
- Learning through play
- Brainstorming
- Role plays
- Use of cases and scenarios
- Games
- Co-operative learning
- Group projects
- Video/ Audio clips

5.   Assessment

5.1   Portfolio

Course Participants (CPs) will be required to maintain a portfolio; clear guidelines will be given on this at the beginning of the course and reinforced at various points throughout the course, including during formative discussions with the CPs' personal tutors. Towards the end of the course, CPs will be required to submit their portfolios for final assessment, using the criteria set out in the rubric for the portfolio assessment. The pass mark will be 60% (30/50). Any portfolio deemed to be a fail will be second marked. If a fail grade is agreed, CPs will be given advice on what needs to be done and given the opportunity to resubmit, normally within 3 weeks of being informed of the original grade.

5.2   Classroom Observation Checklist

Facilitators will be able to determine CPs' process level changes by using the observation checklist comprising five sections:

1. Lesson plan overview,
2. Instructional strategies/skills,
3. Instructional procedures and resources,
4. Classroom management/climate, and
5. Teacher evaluation questions.

The course facilitators will use a rubric with definitions of score measurements to determine the CPs' achievements and consequently assign appropriate grades for each category assessed. CPs will also be required to produce portfolios with the evidence developed throughout the course such as three personal goals, six reflections, three lesson plans and artifacts, including children's work and other relevant items which demonstrated teaching and learning which took place in the classroom (scanned copies of children's work to be inserted here).

5.3   Lesson demonstration

The course design, which is split into two residential blocks, provides opportunities for CPs to be supported in the field with mentoring visits in-between the two residential sessions. This will include at-least one observation of learning experiences with dialogue and feedback afterwards, with a possibility of a second one. In the eventuality that the co-facilitator visiting considers that classroom practice observed does not reflect the learning opportunities in the course, the matter will be referred to the course leader in the first instance.

6.   Certification

A certificate of participation from the AKU-IED, East Africa will be awarded upon successful completion of the course.

Success in the course will be determined by:

- Attendance of **all** sessions;
- Completion of all tasks given during sessions or as take home activities; and,
- Completion and presentation of Group Task.

7.   Course Facilitation Team

The facilitators for the course will be AKU-IED academic staff and Professional Development Tutors (PDTs), who are graduates of the AKU-IED Masters of Education programme.

8.   Themes for the Course

8.1   Theme One: Concepts of Early Childhood Education (ECE)

The theme familiarizes the CPs with an understanding of important ECE concepts and discourses. CPs will critically consider theories of physical, intellectual and emotional growth in the early childhood period and how these inform effective teaching and learning in the pre-primary context.

This theme will include the following topics:

- Introduction to individual early childhood needs
- Transition and school readiness
- The role of parents

Children come to school from diverse backgrounds, with different experiences, and particular understandings of the world. Their varied *funds of knowledge* need to be identified by experienced ECE practitioners to inform enriching and meaningful teaching and learning in the formal ECE setting. This is of paramount importance for children's initial experiences in the school environment, because if their individual needs and abilities are not understood, children may be excluded from full participation in the classroom.

Theme Objectives:

- Familiarize course participants with course contents (objectives, expectations, assessment processes)
- Set ground rules
- Support CPs to further learn about concepts related to early childhood care and education
- Engage CP's in reflective practices (current and desired learning environment).

Theme Outcomes:

- CP's will be able to demonstrate knowledge of concepts related to ECE
- CPs will be able to apply key ECE concepts to their practice (i.e., teaching, assessment, developing lesson plans).

Methods

Brainstorming, group work, class discussion, role-play, reflections, and individual tasks.

Activities:

- Writing on a spider chart - Gallery Walk. Participants will be walking around and writing their ideas and thoughts on what they understand about each concept Elimu ya Awali (ECE), wadau wa elimu ya awali, mabadiliko ya muda, mazingira na muktadha wa kujifunzia (transition).
- Group discussion on the importance of ECE and stakeholders
- In small groups a part of the introduction to reflective practices, create a T chart listing current and desired environment (establish criteria for groups).
- In groups draw and/or list the different stages of growth and development and how they link to learning.
- In groups use a chart paper to brainstorm and list the different needs of a child in relation to learning. (Draw a child in the middle of the paper and around the child list down the different needs; physical, emotional, intellectual, personal etc.).
- Think-Pair-Share about your ideas and opinions on transition and school readiness. Record thoughts from your groups and present them in a large group.

- Reflection: Write thoughts and feedback on the day's lesson.

Resources: Note books, lined paper, chart paper, markers, pencils, pens, Course Handbook, flip chart, projector.

8.2 Theme Two: Pre-Primary Learning Environment

This theme introduces the CPs to ways of creating a stimulating learning environment through simple but effective pedagogical approaches. The CPs will learn different techniques of organizing the space available into a child friendly, safe and contextually relevant learning environment in order to enhance the teaching and learning process. The CPs will consider different ways of establishing routine and dealing with children's varying emotions in and out of the classroom setting including being sensitive to the social emotional needs of the child. This theme will include the following topics:

- creating an interactive learning environment

- engaging pre-primary learners.

Theme Objectives:

CPs will understand:

- various approaches to creating stimulating and engaging learning environments

- effective teaching and learning processes in an interactive learning environment

- how to develop a daily routine and its importance

- how to create a healthy, safe and child friendly learning environment

- a variety of strategies, approaches and resources for promoting positive behavioural development of pre-primary learners.

Theme Outcomes:

CPs will be able to:

- List effective strategies and resources for promoting positive behaviour in ECE settings

- Mention and discuss the importance of parental/guardian involvement in ECE

- Reflect on promoting linkages between home, community and schools.

Methods:

Group work, brainstorming, pair and whole class discussion

Activities:

- In pairs discuss and list positive ways and resources to promote behaviour management in class. Present their ideas to the class in a creative format.
- In groups brainstorm and create posters of an ideal interactive learning environment.

  Keep in mind classroom setting, health and safety, daily routines, child friendly, colourful, appropriateness, culturally sensitive etc.

- Role-playing a short skit on how CPs can promote a stimulating and engaging environment while keeping gender and inclusion in mind.

Resources: Note books, lined paper, chart paper, markers, pencils, pens, Course Handbook, flip chart, projector.

8.3 Theme 3: Teaching and Learning in Early Years using the Tanzanian National Curriculum (includes early years literacy numeracy and assessment)

This theme introduces the CPs to the pre-primary curriculum and its components. It will familiarize the CPs with ways in which children learning by introducing various teaching and learning strategies. The theme also emphasizes the critical importance of effective assessment in teaching and learning processes. In addition the CPs will be introduced to innovative and effective use of locally available materials to make teaching and learning resources that respond to learning objectives and promote a stimulating and inclusive pre-primary leaning environment.

Topics comprise:

- Appropriate teaching and learning strategies for pre-primary
- Consideration of the Tanzanian National Curriculum and national goals
- Literacy and numeracy in the pre-primary classroom
- Resource development
- The development of effective lessons that respond the Tanzanian National Curriculum

- Appropriate and effective ECE assessment in the pre-primary classroom

Theme Objectives:

CPs will understand:

- The importance of the Pre Primary National Curriculum

- The relationship between the national goals of education and the curriculum

- The various categories in the curriculum and how they complement each other in teaching and learning.

- How to create engaging, effective, child-centred lessons that respond to the curriculum

Theme Outcomes:

CPs will be able to:

- Reflect and discuss the importance and the use of the different elements of the Pre-Primary National Curriculum

- Relate the national goals to their teaching practices and in their lesson plans

- Create and write detailed lesson plans.

Methods

Group discussion, interactive presentations, role play, brain-storming.

Activities:

- In groups discuss and list pros and cons of various teaching and learning approaches and strategies.

- Propose appropriate teaching approaches and strategies for pre writing, pre reading and numeracy lesson plans.

- Group activity: Role Play (Micro teaching): CPs choose a topic, plan a lesson, implement the lesson and use their knowledge of assessment tools to asses peers.

- Group discussion on implementation strategies of the curriculum

- Group tasks on going through the different categories in the curriculum

- Looking at and enhancing the use of the lesson plans (template).

Resources: The Pre Primary National Curriculum, lesson plan template, notebooks, paper, pens, chart paper, pens, color pencils, markers, cello tape, masking tape, scissors.

8.4   Theme 4: Reflective Practice

Reflective practice is an essential skill for 21st Century teachers. The skill can be a valuable process in teacher professional development. This section introduces the CPs to the importance of having individual reflective journals well as participating in individual and group critical reflective practices as part of professional advancement.

The key areas include:

- Individual reflection and the role of reflective journal

- Whole group oral reflection and 'critical incident analysis'

- Focused group reflection

- Intra/inter-personal skills for teachers.

Activities

- Weekly reflections: In pairs or in groups reflect on the course content. Write on posters what is working and what is not working.

- CPs will present their ideas and concerns and we will discuss as a group and answer questions and get feedback.

Resources: chart paper, pens, colour pencils, markers, cello tape, masking tape, flip chart and projector.

8.5   Theme 5: Dealing with Contextual Issues

This section will introduce the CPs to various issues that are cross cutting. Each theme will have an issue included for the CPs to discuss. The cross cutting issues will enable the CPs be aware of various issues which surround 21st century learners and their implication in the ECE classrooms.

The key areas include:

•   Individual reflection and the role of the reflective journal

•   Whole group oral reflection and "critical incident analysis"

•   Focused group reflection

•   Intra/inter-personal skills for teachers

Activities

• In groups brainstorm and draw pictures of school, home and community then write how they are all linked together

• Class Discussion: Reflect and discuss the concepts of gender and inclusion as well as their implications to learning.

Resources: Flip chart paper, pens, colour pencils, markers, cello tape, masking tape and projector.

9.   Course Overview

9.1   Two residential blocks of training

• The teacher training is split into two residential blocks:

   *Block 1 = 8 days   *LONG BREAK*   *Block 2 = 8 days

• Extra evening support will be provided at the trainings:

   1) formal support for para-professionals and pre-primary teachers on lesson planning etc. and;

   2) beginnings of learning communities where pre-primary teachers make and share materials for ECE etc. (*optional)*

• Learning Kits needed at the trainings (AKU and partners should have their own Learning Kits)

At the beginning of the course the key points for observation will include:

-   Intra / inter personal skills and inclusion

-   Lesson planning in alignment with the National Curriculum

-   Assessment activities

As the course progresses key points for observation will also include:

- Implementation of lesson plans created collaboratively
- Use of locally available resources.

9.2   Week day afternoons and Saturdays

The timetable below is provided to guide the training. However, course facilitators may adjust the timetable to cater for local circumstances and the particular needs of the CPs.

9.3   Fursa kwa Watoto teacher training curriculum overview

Day	Topics covered
1.	- Intro to ECE & considerations of curriculum - ECD in human development (pre 0-8 years) - Role of senses & language - Learning styles
2.	- Overview of Government of Tanzania pre-primary national curriculum - Introduction to portfolio - Becoming a reflective ECE practitioner
3.	- School readiness & contextual considerations - Parent Partnership Programme (PPP)
4.	- Creating a stimulating ECE learning environment - Learning through play & games in ECE classrooms / Pre-Primary class - The Fursa kwa Watoto model including the daily routine and learning areas - Learning kits demos in teacher training
	From day 5, model all training sessions into FkW daily routine

5.	- ECE learning resources / contextual relevance
	- The 4 FkW learning areas:
	  1) Reading
	  2) Writing
	  3) Pre-math
	  4) Board games
	- Resource/material development & posters.
	- Using the same materials for multiple activities.

6.	- Lesson plans
7.	- Micro-teaching - FkW learning communities
8.	*Extra buffer day*

Training Block 1 ^   BREAK
Training Block 2 v

9.	- Show & tell - Board games rules - Songs & games
10.	- Classroom management
11.	- Pre-primary literacy - Modelling reading aloud. - Phonemic awareness. - Kiswahili phonics/ sounds. - Tongue twisters.
12.	- Pre-primary numeracy
13.	- Crosscutting themes: gender & inclusion
14.	- Pre-primary assessment
15.	- Portfolio submission - Reflection & evaluation
16.	*Extra buffer day*

10.   Detailed Session Plans and Readings

Below are outlines of the detailed daily session plans and reading materials where appropriate, to support the themes discussed in this course manual. The readings are arranged according to the order of the themes. There are also some extra materials in the form of power point presentations and hand-outs the tutors will share as the course proceeds

Block 1 Training: Days 1 – 8 are listed below

DAY 1: Introduction to ECE				
Topic	**Time**	**Activities**		**Resources**
		Facilitator	**Course Participants**	
Registration & Introductions	30 mins	Introduces her/himself Circulates attendance sheet Ensures all participants have course handbook Sets ground rules Guides CPs to set expectations	Pay attention to details Introduce themselves Agree on ground rules Outline expectations	Name tags or materials to make name tags Course handbooks Flip charts Markers
Overview of course	30mins	Overview of Fursa kwa Watoto Project	Pay attention to details	Power point presentation, Flip charts Markers
	30 mins	Reviews main objectives/goals of the course & course structure with reference to course handbooks, explains assessment processes and rubrics	Pay attention to details	Course handbooks Flip charts Markers
Official opening	30 mins	Introduces guest speaker	Pay attention to guest speaker	N/A
TEA BREAK (30- 45mins)				
ECD in human development	30 mins	Asks CPs about knowledge of ECE/ECD	Discuss in pairs and share	Flip charts Markers
	90 mins	Presents the power point Facilitates discussion **** Brain development	Pay attention to details Actively participate in discussion	Power point **** Brain development (CiC)
LUNCH (60 mins)				
Learning Styles	60 mins	Presents the power point Facilitates discussion	Pay attention to details Complete questionnaire Actively participate in discussion	Power point Assessment questionnaire
Group work	60 mins	Distributes written scenarios to different groups and explains	Pay attention to details Work in groups, discuss scenario and respond to questions Present to whole	Written scenarios Flip charts Markers

		Facilitates whole group discussion	group Whole group discusses	
Individual Reflection	15 mins	Explains expectations from reflections	Pay attention to details Write reflections	Notebooks
Bye-Bye Time	15 mins	Explains Bye-Bye Time	Pay attention to details	N/A

DAY 1: Key Concepts in Early Childhood Education

These notes are to be read alongside Session 1: 'What is ECE?'

In this course manual, Early Childhood Care and Education (ECE) is used to cover the two years of pre-primary school as stipulated in the Education and Training Policy 1995 (URT,

1995). This period covers children between five and six years of age. It is important to note both that other age ranges are used for ECE (eg. 3 to 8) and also that other terms are used, including Early Childhood Development.

DAY 2: Overview of Pre-Primary National Curriculum				
Topic	**Time**	**Activities**		**Resources**
		Facilitator	**Course Participants**	
Recap	15 mins	Provide guidance on the recap	Participate in recap	N/A
Foundations of ECE Concepts	45 mins 15 mins 15 mins	Presents: - Different needs of children - Identity formation - Inclusion and acceptance	Pay attention to details	Power point Course handbook
TEA BREAK (30- 45 mins)				
Overview of Pre-Primary National Curriculum	60 mins	Presents power point of overview of Pre-Primary National Curriculum & Syllabus Linkages between ECE key concepts and National Curriculum	Pay attention to details	Power point National Curriculum and Syllabus copies per CP
	60 mins	Leads CPs to go through new National Curriculum & Syllabus	Pay attention to details Read relevant sections of National Curriculum and Syllabus	National Curriculum and Syllabus copies per CP
LUNCH (60 mins)				
Portfolio	60 mins	Introduces portfolio and explains the rubric for assessment	Pay attention to details Participate in discussion	Portfolio folders Rubric
Reflective practice	60 mins	Presents power point on reflective practice Leads discussion	Pay attention to details

Participate in discussion | Power point |
| Individual Reflection | 15 mins | Reminds participants to identify critical incident/significant moment to reflect on and write about it in their reflective journals | Individually participants write their reflections for the day. | Reflective journals |

Bye-bye Time	15 mins	Initiates and encourages participants to reflect on and discuss their learning for the day	Contribute to the discussion	N/A

DAY 2:

Teaching using National Curriculum (Ufundishaji kwa kutumia mtaala wa Taifa)

Elimu ya awali kama zilivyo ngazi zingine za elimu zinatokana na sera ya Elimu na mafunzo ya 1995. Sera ya Elimu na Mafunzo ya 1995 inatambua Elimu ya awali kuwa kiwango cha kwanza cha mfumo rasmi wa Elimu hapa Tanzania. Hivyo ufundishaji na ujifunzaji katika ngazi hii muhimu unachangia katika kufikia malengo ya elimu kitaifa kama yalivyoainishwa katika "Muhtasari wa Elimu ya Awali kwa Shule za Msingi, 2005" Katika muhtasari huu malengo ya Elimu nchini Tanzania, Malengo makuu ya Elimu ya Awali, mbinu za ufundishaji na upimaji na hata idadi ya vipindi vimefafanuliwa vizuri (angalia ukurasa wa iv-vii). Aidha muhtasari unasisitiza katika mbinu za ufundishaji kuwa "Mwalimu wa elimu ya awali anatakiwa kuwa muelekezaji na mtoto ndiye mtendaji mkuu" (URT, 2005 p.vi). Kuhusu tathmini muhtasari unaelekeza kuwa watoto katika elimu ya awali hapewi mitihani kama shule za msingi na badala yake hupimwa kwa kuangalia mabadiliko yao kwa kuzingatia maeneo makuu matatu ya "ufanisi wa kujifunza vitendo vya masomo, mabadiliko ya tabia na mabadiliko ya afya" (p.vii). (update it)

Mambo muhimu ya kuzingatia

Ufundishaji darasani unatakiwa kutafsri malengo ya elimu kitaifa katika andalio la somo ambalo mwalimu hulitumia kufundishia darasani. Hivyo hatua zifuatazo ni muhimu kuzifahamu.

Sera ya elimu: Huu ndiyo mwongozo mkuu wa malengo ya serikali katika kutekeleza utoaji wa elimu inayoendana na mahitaji ya taifa.

Mtaala: Huu ni ufafanuzi wa malengo ya elimu kama yalivyoainishwa kwenye sera ya elimu. Mtaala unaelekeza hatua za kuzingatia katika kutekeleza sera ya elimu.

Muhtasari: Muhtasari ndiyo zana muhimu amabayo humsaidia mwalimu katika kutambua mada za kufundisha, mbinu, muda na upimaji wa wanafunzi. Muhtasari unatafsri maelekezo yaliyopo katika mtaala wa elimu katika somo husika au ngazi husika ya elimu.

Azimio la kazi: Kila mwalimu hutakiwa kutafsiri muhtasari katika mpango wa kazi unaomwelekeza kazi za kufanya katika kipindi fulani. Hii inaweza kuwa ni muhula (miezi sita) au pungufu kulingana na maelekezo ya wakati huo.

Andalio la somo: Hili ndiyo nyenzo muhimu amabayo mwalimu huiandaa ili kumsaidia kuweza kufundisha somo lake. Ni muhimu kwa mwalimu kuwa na andalio la somo kabla ya kipindi ili kujua malengo ya somo, zana za kufundishia, hatua za somo na jinsi ya kutathmini mafanikio ya somo lenyewe.

Hivyo ufundishaji katika elimu ya awali hauna budi kuzingatia hatua zote muhimu hizi na hasa kujua na kutafsri malengo ya elimu ya awali na yale ya elimu kwa ujumla wake katika kila hatua za ufundishaji. Kufundisha katika hatua hii kama ilivyo katika hatua zingine kunahitaji umakini na kujiandaa kila wakati na ubunifu ili kuweza kufanikisha malengo yaliyokusidiwa. Mwalimu wa elimu ya awali anatarajiwa kujisomea kila wakati, kushirikiana na walimu wenzake na kutafuta msaada pale anapohisi anauhitaji. Ni muhimu kutumia muhtasari wa Elimu ya Awali kama rejea muhimu katika ujumla wake huku rejea nyingine zikisaidia kupata mbinu na maelekezo mengine kulingana na mahitaji.

Introduction to Reflective Practice

A. Definition of reflection

Think back on the first time you taught in pre-primary and then compare it with another later occasion when you taught the same topic and/or level?

> *Was there any difference?*
> *Which one was better?*
> *What did you change?*
> *Why do you think there was a change?*

Reflection as a practice among professionals especially teachers has many definitions. For example, reflection is defined as "the deliberate, purposeful, metacognitive thinking and/or action in which educators engage in order to improve their professional practice" (Sellars, 2014, p. 2). This means that teachers engage in reflective practice in order to develop. Everyone reflects even if one is not aware of doing so. The first time you taught in a pre- primary classroom you had limited experience with teaching at this level. However, when you later taught the same lesson you prepared differently and used a variety of strategies that you knew from experience were suitable for young children. Thus, reflection helps teacher develop and improve their practice.

B. Importance of engaging in reflective practice

What do you think are some of the reasons teachers engage in reflective practice?

Teachers at all level engage in reflection. Some of their reasons include:

- Professional development
- To connect theory and practice
- To understand classroom events in the light of educational theories
- To improve the teaching and learning process
- To come to a deeper understanding of teaching and what it means to be a teacher
- For creativity and innovation
- For better relationships with learners and parents.

Thus, reflection supports teachers in professional development and improving their practice.

The modality of reflection

A. When to reflect

a) *Reflection-before-action*:

This is deep deliberation about actions, consequences and implications. Questions you could ask yourself include:

- Why am I teaching this topic to my learners?
- What are my objectives for this lesson?
- Are these objectives worthwhile, desirable and meaningful?
- What activities can I plan whether or not the objectives have been achieved?

b) *Reflection-in-action:*

This involves dealing with immediate, unplanned situations – "thinking on your feet".

For example:

- How can I deal with this naughty learner now?
- Should I deviate from my lesson plan to deal with this issue?
- In which other way can I handle this topic so that this student can understand it?

c) *Reflection-on-action:*

This is the main form of reflection. Most teachers often do some form of reflection immediately after the lesson and there are various guidelines for this practice. Some of the questions that can be used:

- How did things go?
- Did I achieve my objectives?
- If not, why?
- How else could things have been done?
- What can I do to make it better?
- What should be my next step?

B.   A proposed model for reflection-on-action

There are different proposed models for reflection. The following model is based on a framework from Sellars (2014) based on experiential learning. This framework has been used by teachers in different parts of the world including Tanzania. The table below summarizes this model of personal reflection.

Stages	Your explanations
What?	- Find an event that has significance for you - Describe what occurred (when, where, who)
So what?	- Describe the reasons for this event - give additional background detail - Describe your feelings

So what?	• Suggest reasons for this event
	• What could be the significance?
	• What might it mean?
Now what?	• How will you change your practice as a result of this reflection?
	• What new insights have you gained through the analysis of this incident?

C. The reflective journal

Keeping a journal is a common form of individual reflection. A reflective journal is a record of events, thoughts and feelings as they occur in response to questions, problems or issues you encounter in your practice. You keep these records in order to understand them and learn from them. The following are the three most relevant questions about keeping a reflective journal.

• ***When do I write my journal?***

You need to write regularly and the process should become habitual. Ideally, you should write daily but if this is not possible then you have to be regular (for example, twice a week on Monday and Thursday afternoon). Sometimes it helps to write down the important points about an event when it happens and then write in more detail later in the day or week. You should date your entries.

• ***What do I write about?***

Select any event that has some significance for you. It could be a moment in class that went very well (children showed greater appreciation than expected) or that did not go well (some children behaved badly and you over-reacted). It could be outside the classroom (a parent was very upset because they misunderstood a message you had sent with their child) and sometimes even outside teaching (porridge was not cooked because the firewood was wet). Remember to write not just the *What* but also the *So What* and *Now What.*

• ***Who am I writing for?***

You are keeping a reflective journal for yourself. The aim is to help you with your professional growth. From time to time you may want to share it with your colleagues or

facilitators in this course. Their feedback in form of comments or questions is beneficial for improving your practice and learning from experience.

DAY 3: School Readiness and Contextual Considerations				
Topic	**Time**	**Activities**		**Resources**
		Facilitator	**Course Participants**	
Recap	15 mins	Provide guidance on the recap	Participate in recap	N/A
School readiness	20 mins	Asks CPs to form small groups of 3 or 4 to discuss what is meant by "school readiness"	Participate in small group discussion and make notes on flip chart to share	Flip charts Markers
	10 mins	Asks groups to share notes with whole group	Share notes Pay attention to other groups	N/A
	20 mins	Presents power point on elements of school readiness	Pay attention to details	Power point
	25 mins	Facilitates discussion on importance of parental/family and community involvement in ECD Responds to questions and concerns	Participate in discussion Ask and answer questions	N/A
TEA BREAK (30- 45 mins)				
PPP	60 mins	Presents PPP power point	Pay attention to details Participate in discussion	Power point
	60 mins	Explains details of FkW PPP Facilitates discussion	Pay attention to details Participate in discussion	N/A
LUNCH (60 mins)				
Involvement of family/community	60 mins	Divides the CPs into 5 groups to take on the role of different groups and share experiences in relation to their involvement in school readiness, identifying: 1. Strengths 2. Weaknesses 3. Approaches that can be considered to	Work in groups taking on the role of: 1. Parents/family 2. School leadership 3. Village government 4. District government 5. Non-governmental organisations	Flip charts Markers

		strengthen positive involvement		
	60 mins	Invites groups to present their discussions, briefly highlighting main points.	Present their discussions Pay attention to other groups Participate in discussions	Flip charts
Individual Reflection	15 mins	Reminds participants to identify critical incident/significant moment to reflect on and write about it in their reflective journals	Individually participants write their reflections for the day.	Reflective journals
Bye-bye Time	15 mins	Initiates and encourages participants to reflect on and discuss their learning for the day	Contribute to the discussion	N/A

DAY 3: School Readiness and Contextual Considerations

Transition from home into pre-school

Across the world the importance of ensuring smooth transitions from home to pre-school settings, and pre-school settings to schools is being emphasized. Key points which are emphasized, eg. in advice given to parents and teachers by Norfolk Local Authority, UK (www.norfolk.gov.uk) include:

- The importance of smooth transitions to support personal, social and emotional development alongside the learning of the child;
- The need to make use of knowledge of children's experiences within the family.

Easing the transition to primary school

A South East Asian context, UNESCO (2008: 25) stated:

> For the transition to primary school to be smooth, both the children and the primary schools have to be ready for each other. Children must show 'school readiness, 'and communities should have 'ready schools.' **School readiness** usually includes physical well-being and motor readiness, social and emotional development, approaches to learning, language and cognitive development, and general knowledge. Ready schools need classes of reasonable size, trained first grade teachers, and adequate learning materials. They must also be able to teach in a language the child understands. Integration between pre-primary and first grade curricula and home-school contact both facilitate children's transition from pre-primary to primary school.

In session time discussions will be set up as to the relevance to Tanzania of this statement, the extent to which smooth transitions are happening and, if not, what needs to be done to improve the transition.

DAY 4: Creating a Stimulating ECE Learning Environment				
Topic	**Time**	**Activities**		**Resources**
		Facilitator	**Course Participants**	
Recap	15 mins	Provide guidance on the recap	Participate in recap	N/A
Introduction to the session	5 mins	Presents 1. Session objectives and expected outcomes 2. Topics to be covered	Pay attention to details	N/A
Introduction to key understandings of stimulation and learning for young children	50 mins	Presents power point on key ideas relating to stimulation and learning especially as related to learning environment and pedagogy.	Pay attention to details	Power point
	20 mins	Facilitates discussion on the presentation	Participate in discussion	N/A
TEA BREAK (30- 45 mins)				
FkW Learning Kit and 4 Learning Areas Local partners	60 mins	Introduces contents of the LK1 and demonstrates use of materials	Pay attention to details	Learning Kit 1
		Explains 4 learning areas, contents, relevance to syllabus, pedagogical relevance to children of PP class	Pay attention to details Place items from LK1 in each learning area. In groups, list items that may be added from their environment. Display list in different areas in the room. Present their list to whole group	Learning Kit 1 Flip charts Markers
FkW daily routine Co-present with local partners	60 mins	Explain FkW daily routine, sequence, activities within each session, difference between teacher –led and child –led,	Pay attention to details Contribute to discussion Participate in circle	Flip charts Markers Fursa kwa watoto daily routine -video from

		Facilitate and practice circle time	time	
LUNCH (60 mins)				
Learning through play and games in the classroom	30 mins	Stimulates large group discussion on: *Importance of games and play in children's learning.* Asks CPs to revisit early childhood games and play and their implications for learning	Participate in group brainstorming activity	Flip charts Markers
	30 mins	Ask whole group to brainstorm 8-10 play/games that are appropriate for the ECE classroom and write these down. Ask CPs to form small groups of 4 or 5. Each is assigned one of the above play/games and discusses ways in which these stimulate learning and the kinds of learning these support. Prepare CPs to demonstrate to the whole group.	Participate in group brainstorming activity Discuss play/games activities in groups and record notes on chart paper	Flip charts Markers Tape
Demonstration of learning through play/games	30 mins	Tells CPs that each group will demonstrate their games through role play their activity and get peer review	Demonstrate games through role play Give feedback	Equipment for games as needed
4 Learning Areas	30 mins	Divide CPs between 4 learning areas - Practice packing up song -	Familiarise themselves with materials in the learning areas	Learning Kit 1 The packing up song *(Tunafurahi sana..)*
Individual Reflection	15 mins	Reminds participants to identify critical incident/significant moment to reflect on and	Individually participants write their reflections for the day.	Reflective journals

		write about it in their reflective journals		
Bye-bye Time	15 mins	Initiates and encourages participants to reflect on and discuss their learning for the day	Contribute to the discussion	N/A

DAY 4:

Circle Time

The following is taken from h t t p : // teachpreschool.org, an American website looking to support Early Childhood Care and Education. Readers are invited to consider the extent to which the suggestions here might work in a Tanzanian context.

What is it?

Circle time is a time when students come together as a community of learners.

As a community, they share their thoughts, listen to one another, actively participate together, introduce new concepts and ideas, read together, sing together, and build a sense of respect and support for one another.

Why circle time?

- Circle time is a way to foster a sense of community where everyone is a valued member of that community.
- It is a forum where the children actively participate in the experience and not just be passive observers of the experience.

How should circle time look like?

It has to be an interactive experience; this means that the children are being invited to actively get involved in planning and conducting some circle time activities like singing and playing.

Planning for Circle time experiences for children

A Hands-On Experience

- When planning for circle time, gather tools and materials that thee children can physically touch and manipulate to further their understanding of a concept.

- Make circle time a hands-on and do experience rather than just a hands-in-your-lap experience.

A Movement Experience

- Keep circle time fun and engaging by adding movement into the mix of your experience. Focus on developing your own rich library of music and movement songs or action rhymes that you can pull out and use anytime you need to get the children up and moving.

A Read-Aloud Experience

- Be selective and purposeful in the books you choose to read aloud to your children during circle time. Make sure the books you choose are a right fit for the age of children you are reading to and will be a book your children will enjoy. Spend time getting to know each book before reading it – you should have a good grasp of each page of the book before you read it aloud.

A Touching Experience

- Make the circle time story more meaningful by giving the children something they can touch and hold. Choose simple objects that will spark conversation and help the children draw connections between the story and real life.

A Visual Experience

- Keep children engaged in circle time by having different kinds of visuals that promote conversation and invite interaction.

A Responsive Experience

- Be responsive to your children by being willing to modify your agenda to meet their needs and interests.

A Sensitive Experience

- Make sure that your approach to circle time and your handling of the children during circle time leads young children towards feeling confident in their knowledge and abilities throughout a day.

Learning corners (Areas) as a routine

The following is taken from http://k6educators.about.com/ an American website aimed at supporting the education of young children. Readers are invited to consider the extent to which ideas presented here might work in a Tanzanian context.

What are Learning Corners (Areas)?

Learning corners/centres are located in various spots in the classroom, where children are put into small groups and given a task to accomplish in an allotted amount of time. As each group completes their task they move to the next centre. Learning centres provide children the opportunity to practice hands-on skills while involved in social interaction.

***** child led activities and teacher led activities

Preparation of learning corners (Areas)

The first component of creating a learning centre is to figure out what skills you want your children to learn or practice. Once you know what to focus on you can determine how many centres you will need. Then you can prepare:

- The materials needed for each centre and place them into separate folders or baskets so they are ready for the students.
- A list of rules and behaviour expectations to present to the students before the centres begin. (Work with children to establish acceptable behavior in using learning areas)
- A sign for each centre so the students know which centre to go to next.

Setting up the Classroom for learning corners

Once you have prepared the learning centre activities now it is time to set up your classroom. The way you choose to set up your classroom will depend upon your classroom space and size. Generally all of the following tips should work with any class size.

- Groups should consist of a (a reasonable number of children according to the space and materials available) minimum number of students and maximum of five students. This gives children the opportunity to be able to complete tasks on time, and be able to move around the classroom freely.
- Use all areas in the classroom and out of the classroom for centres.
- Together with children, set essential rules for the learning centre to ensure that children are responsible and accountable for the materials available at the centre.

How to present learning corners to the children

Take time to present the rules and directions for each learning corners. It is important that students understand the expectations of each centre before letting them go on their own. This way if you are using centre time to work with individual students you will not be interrupted.

1. Point out or physically bring the students to each centre when explaining the directions.
2. Show students where the directions will be located.
3. Show them the materials that they will be using in each centre.
4. Explain in detail the purpose of the activity they will be working on.
5. Clearly explain the behaviour that is expected when working in small groups.
6. For younger children, role-plays the behaviour that is expected in the centres.
7. Post the rules and behaviour expectations in a place where students can refer to them.

8. Tell the students the phrase you will use to their attention. Depending upon the age group, some younger students respond to a bell or hand clapping rather Than a phrase.

Play spaces

The following is taken from UNICEF (n.d.: 7):

Play spaces should be designed to serve all children at the same time—provide space for several different activities so that a small number of children engage in each activity during playtime. In times of crisis especially, routine and participation in familiar activities are essential. Organize children into large groups, small groups, pair groups—make sure to make time for individual activities as well. Using age/stage of development to group children is one common way to form groups. Whenever possible, have the children engage in different culturally appropriate activities or traditional, familiar games. Homemade toys and local songs and dances are also resources. Caregivers should also plan for whole-group activities and individual activities matched to each child's developmental level. Again, wherever possible, caregivers should have children participate in organizing activities. For example, children can help in preparing or distributing kit materials, building groups or teams, setting up the learning environment, etc. Older children may also help younger ones. Involve families and other adults wherever feasible.

DAY 5: ECE Learning Resources and Contextual Relevance				
Topic	**Time**	**Activities**		**Resources**
		Facilitator	**Course Participants**	
Circle Time	20 mins	Initiate and encourage participants to debrief, reflect and discuss their learning from the previous day	Contribute to the discussion	N/A
Teacher led: Introduction to the session	10 mins	Presents 1. Session objectives and expected outcomes 2. Topics to be covered	Pay attention to details	N/A
Teacher led: Material identification and selection	60 mins	Presents power point on material suitability, safety and relevance Encourage discussion	Pay attention to details Contribute to discussion	Power point
TEA BREAK (30 - 45 mins)				
Child led	20 mins	Divide CPs between 4 learning areas	Work in learning areas	Learning Kit 1
Teacher led: Contextually relevant resources for a stimulating ECE environment	100 mins	Ask CPs to work in groups and develop various contextually relevant resources which can be used to promote a stimulating and interactive environment	Work in groups to develop resources	Course handbook Raw materials for construction of resources
LUNCH (60 mins)				
Teacher led: Gallery walk	60 mins	Explains that CPs will engage in a gallery walk (in pairs) and view all of the learning resources and give feedback	Participate in gallery walk and peer review	Materials made by CPs
	30 mins	Facilitate discussion on use of the same materials for multiple activities	Participate in discussion - suggest and demonstrate multiple ways in which one learning resource may be used.	Learning materials
Child led	30 mins	Divide CPs between 4 learning areas	Work in learning areas	Learning Kit 1
Individual Reflection	15 mins	Reminds participants to identify critical incident/significant moment	Individually participants write their reflections for the day.	Reflective journals

		to reflect on and write about it in their reflective journals		
Bye-bye Time	15 mins	Initiates and encourages participants to reflect on and discuss their learning for the day	Contribute to the discussion	N/A

DAY 5:

Resource development

ACTIVITY	MATERIALS	METHOD	SKILL
Threading activities	• Soda/bottle tops/bead like fruits with hole punched in the middle • Thread/ thin sisal rope	Thread the bottle tops/fruit	• Eye hand coordination and fine motor skills • Thinking skills (e.g. making colorful patterns) • Mathematical skills (counting)
Manipulative skills	• Buttons • Zips • Shoelaces • Bottle/jar lids • Clothes pegs	• Let children manipulate these items. • Clothes pegs can be used to pick different types of leaves/flowers/ newspaper cuttings/socks/ handkerchiefs and be sorted. • Buttons, lids, leaves etc. can also be counted as they are manipulated	• Eye hand coordination • Fine motor skills • Thinking skills (sorting) • Mathematical skills (counting) • Language skills (building vocabulary by discussing the activity)
Crafts • Braiding & weaving • Bracelets	• Sisal ropes • Makuti • Leaves/flowers	• Braid/weave using sisal ropes / makuti leaves • Make bracelets by folding leaves into one another	• Eye hand coordination • Fine motor skills • Thinking skills (designing) • Mathematical skills (counting flowers) • Language skills (building vocabulary by discussing the activity)
Pouring	• Cups	• Pour using different objects and mediums	• Eye hand coordination

	• Funnels • bottles • Water • Sand		• Fine motor skills • Thinking skills • Mathematical skills (counting cups/bottles or no. of times poured) • Language skills (building vocabulary by discussing the activity) • Sensory integration (sand & water)
Puzzles	• Flashcards • Newspaper cuttings	• Use syllable flashcards to form words • Word flashcards to form sentences • Newspaper cuttings to identify syllables/words/ picture stories	• Language skills (building vocabulary by discussing the activity) • Thinking skills
Stacking	• Different sized bowls, containers, cans, lids, plates • Maize cob cut into pieces	• Stack starting from biggest to smallest	• Eye hand coordination • Fine motor skills • Thinking skills • Mathematical skills (big & small/ ascending & descending) • Language skills (building vocabulary by discussing the activity) • Sensory integration

DAY 6: Lesson Plans				
Topic	**Time**	**Activities**		**Resources**
		Facilitator	**Course Participants**	
Circle Time	20 mins	Initiate and encourage participants to debrief, reflect and discuss their learning from the previous day	Contribute to the discussion	N/A
Teacher led: Introduction to the session	10 mins	Presents 1. Session objectives and expected outcomes 2. Topics to be covered	Pay attention to details	N/A
Teacher led: Lesson plans	60 mins	Presents National Curriculum and its relationship to lesson planning Presents and explains the lesson plan format	Pay attention to details	Curriculum & Syllabus Lesson plan sample
TEA BREAK (30- 45-mins)				
Teacher led: Lesson plans	90 mins	Divides the CPs into groups Guides the groups in lesson plan development	Work in groups of 5 to create a lesson plan	Flip charts Markers
Child led	30 mins	Divides CPs between 4 learning areas	Work in learning areas	Learning Kit 1
LUNCH (60 mins)				
Teacher led: Lesson plans	60 mins	Invites CPs to present their lesson plans	Present lesson plans Give peer feedback and participate in discussion	Flip chart
	60 mins	Guides CP pairs in lesson plan development Ensures that CPs have their own copy of the lesson plan	Work in pairs to develop lesson plans that they will teach the next day in micro teaching	Curriculum & Syllabus Notebooks
Individual Reflection	15 mins	Reminds participants to identify critical incident/significant moment to reflect on and write about it in their	Individually participants write their reflections for the day.	Reflective journals

		reflective journals		
Bye-bye Time	15 mins	Initiates and encourages participants to reflect on and discuss their learning for the day	Contribute to the discussion	N/A

DAY 7: Micro Teaching & FkW Learning Communities				
Topic	**Time**	**Activities**		**Resources**
		Facilitator	**Course Participants**	
Circle Time	20 mins	Initiates and encourages participants to debrief, reflect and discuss their learning from the previous day	Contribute to the discussion	N/A
Teacher led: Introduction to the session	10 mins	Presents 1. Session objectives and expected outcomes 2. Topics to be covered	Pay attention to details	N/A
Teacher led: Micro teaching	60 mins	Arranges CPs into 4 groups. Observes CPs teach lesson plan developed the day before.	Teach 10 mins of the lesson plan that they wrote the day before, to a group of their peers.	Lesson plan Teaching aids
TEA BREAK (30- 45 mins)				
Teacher led: Micro teaching	120 mins	Observes CPs teach lesson plan developed the day before. Facilitates discussion of micro teaching	Teach 10 mins of the lesson plan that they wrote the day before, to a group of their peers. Participate in discussion	Lesson plan Teaching aids
LUNCH (60 mins)				
Child led	60 mins	Divides CPs between 4 learning areas	Work in learning areas Move between learning areas	Learning Kit 1
Teacher led: FkW learning	60 mins	Discusses post training support	Pay attention to details	Flip charts Markers

communities		1. Local partners 2. Champion teachers 3. TRCs (Tutor?) 4. Learning Communities	Participate in discussion Form Learning Community groups based on geographic proximity of their schools	
Individual Reflection	15 mins	Reminds participants to identify critical incident/significant moment to reflect on and write about it in their reflective journals	Individually participants write their reflections for the day.	Reflective journals
Bye-bye Time	15 mins	Initiates and encourages participants to reflect on and discuss their learning for the day	Contribute to the discussion	N/A

DAY 8: Portfolio and Buffer				
Topic	**Time**	**Activities**		**Resources**
		Facilitator	**Course Participants**	
Circle Time	20 mins	Initiates and encourages participants to debrief, reflect and discuss their learning from the previous day	Contribute to the discussion	N/A
Teacher led: Introduction to the session	5 mins	Presents 1. Session objectives and expected outcomes 2. Topics to be covered	Pay attention to details	N/A
Teacher led: Pre training observations	30 mins	Gives feedback from pre training observations	Pay attention to details	Possibly power point?
Teacher led: Portfolio	35 mins	Reinforces the importance of using portfolio Encourages questions to clear confusion or doubts	Pay attention to details Ask questions for clarity	Sample portfolio
TEA BREAK (45-60 mins)				
	90 mins	*BUFFER- Time available for reinforcement or continuation of topics*		

Child led	30 mins	Divide CPs between 4 learning areas	Work in learning areas	Learning Kit 1
LUNCH (60 mins)				45
	120 mins	*BUFFER- Time available for reinforcement or continuation of topics*		
Individual Reflection	15 mins	Reminds participants to identify critical incident/significant moment to reflect on and write about it in their reflective journals	Individually participants write their reflections for the day.	Reflective journals
Bye-bye Time	15 mins	Initiates and encourages participants to reflect on and discuss their learning for the day	Contribute to the discussion	N/A

Block 2 Training: Days 9 – 16 are listed below

DAY 9:
Show &Tell, Games and Songs

Session	Time	Activities		Resources
		Facilitator	**Course Participants**	
Registration & Introductions	30 mins	Guide participants to register themselves for participation in the course	Fill in the registration forms accordingly	Registration forms
Overview of course	40 mins	Take participants through the course outline. Clarify emerging issues and concerns	Follow the course outline, ask for clarifications.	Course Outline
Circle Time	20 mins	Initiate and encourage participants to debrief, reflect and discuss their learning from the previous day	Contribute to the discussion	N/A
BREAK (60 mins)				
Teacher led	60 mins	Explains and demonstrates show and tell	Participate in show and tell	
Child led	30 mins	Groups and guides participants to move to the learning areas. Monitor participant activities and engagement in the learning areas	Play in the learning areas	Materials in the learning areas
Teacher led	30 mins	Explains and demonstrates sample songs	Give examples of songs from their home areas and sing them	Songs on charts, or audio
LUNCH (60 mins)				
Teacher led	30 mins	Bring the groups back after lunch and explain continue with examples of songs	Continue giving examples of songs from their home areas and singing them	Songs on charts or audio
Teacher led	90 mins	Explains and demonstrates the use of games in learning and demonstrates some sample games, puts participants back into groups	Give examples of games from their home areas and explain and play them with their colleagues	Resources for different games like mdaku, rede, mbao
Individual Reflection	15 mins	Remind participants to identify critical incident/significant moment to reflect on and	Individually participants write their reflections for the day.	Reflective journals

Session	Time	Activities		Resources
			write about it in their reflective journals		
Bye-Bye time	15 mins	Initiate and encourage participants to reflect on and discuss the learning for the day	Contribute to the discussion	N/A

Session	Time	Activities		Resources
		Facilitator	**Course Participants**	
Circle Time	20 mins	Initiate and encourage participants to debrief, reflect and discuss their learning from the previous day	Contribute to the discussion	N/A
Teacher led	40 mins	Elicit ideas form participants relating to positive and negative classroom management/practices	Sharing experiences (positive and negative) related to classroom experiences	Flip chart, marker pens
Child led	30 mins	Groups and guides participants to move to the learning areas. Monitor participant activities and engagement in the learning areas	Participate in various activities in the learning areas	Resources in the learning areas
BREAK (60 mins)				
Teacher led	90 mins	Leads activities and discussion on factors relating to classroom management: positive reinforcement, routines, strategies and resources for effective classroom management	Give examples of positive reinforcement. Share their routines and compare and contrast with suggested routines. Group presentation on effective ways of managing classrooms	Handouts Manila/flip charts
Child led	30	Groups and guides	Play in the	Materials in the

	mins	participants to move to the learning areas. Monitor participant activities and engagement in the learning areas	learning areas	learning areas
LUNCH (60 mins)
Teacher led	60 mins	Leads activities and discussion on strategies and resources for effective behavior management	In groups, list behavior issues (undesirable) they encounter with their children in class. Suggest possible causes of such behavior. Suggest acceptable ways of handling such behavior.	Handouts/handbook
Teacher led	60 mins	Explains and demonstrates implementation of classroom management through effective daily planning	Discuss/share classroom activities (by teacher and by students)	Sample daily plans
Individual Reflection	15 mins	Remind participants to identify critical incident/significant moment to reflect on and write about it in their reflective journals	Individually participants write their reflections for the day.	Reflective journals
Bye-Bye time	15 mins	Initiate and encourage participants to reflect on and discuss the learning for the day	Contribute to the discussion	N/A

**DAY 11:** **Pre-Primary Literacy**
Session	**Time**	**Activities**		**Resources**
		Facilitator	**Course Participants**	
Circle Time	20 mins	Initiate and encourage participants to debrief, reflect and discuss their learning from the previous day	Contribute to the discussion	N/A

Teacher led	70 mins	Lead discussion on Pre-primary literacy:
		• Related terminologies
		• Pedagogical approaches:
		  a. Pre-reading
		  b. Pre-writing
		  c. Text awareness
		  d. Read aloud
		  e. Shared reading/writing
			Share experiences of teaching Pre-primary literacy to their class	Handouts

BREAK (60 mins)				
Child led	30 mins	Groups and guides participants to move to the learning areas. Monitor participant activities and engagement in the learning areas	Play in the learning areas	Materials in the learning areas
Teacher led	90 mins	Modelling reading aloud. Group participants	Individuals read aloud to their group in turns	Books and flash cards
LUNCH (60 mins)				
Child led	30 mins	Groups and guides participants to move to the learning areas. Monitor participant activities and engagement in the learning areas	Play in the learning areas	Materials in the learning areas
Teacher led	90 mins	Introduce the concept of phonemic awareness. Explain significance of focus on Kiswahili sounds Guide discussion on the role of Kiswahili tongue twisters to pre-primary literacy and phonemic awareness	In groups, identify local tongue twisters and explore their relationship to phonemic awareness	Lists of tongue twisters and Kiswahili sounds
Individual Reflection	15 mins	Remind participants to identify critical incident/significant moment to reflect on and write about it in their reflective journals	Individually participants write their reflections for the day.	Reflective journals
Bye-Bye time	15	Initiate and encourage	Contribute to the	N/A

	mins	participants to reflect on and discuss the learning for the day	discussion	

DAY 12: Pre-Primary Numeracy				
Session	**Time**	**Activities**		**Resources**
		Facilitator	**Course Participants**	
Circle Time	20 mins	Initiate and encourage participants to debrief, reflect and discuss their learning from the previous day	Contribute to the discussion	N/A

Teacher led	70 mins	Lead discussion on Pre-primary numeracy:
		• Related terminologies
		• Pedagogical approaches
		   a. Number awareness
		   b. Patterns
		   c. Sorting
		   d. Shapes
			Share experiences of teaching Pre-primary numeracy to their class	Handouts, charts

BREAK (60 mins)				
Child led	30 mins	Groups and guides participants to move to the learning areas. Monitor participant activities and engagement in the learning areas	Play in the learning areas	Resources/materials in the learning areas
Teacher led	90 mins	Facilitate group work	In groups design activities around the 4 pre-numeracy pedagogical approaches and present	Charts and marker pens
LUNCH (60 mins)				
Child led	30 mins	Groups and guides participants to move to the learning areas. Monitor participant activities and engagement in the learning areas	Play in the learning areas	Materials in the learning areas
Teacher led	90	Facilitate micro teaching on	Present micro	Manila markers,

50

	mins	pre-numeracy	teaching sessions and receive feedback from their colleagues	flip charts, cards
Individual Reflection	15 mins	Remind participants to identify critical incident/significant moment to reflect on and write about it in their reflective journals	Individually participants write their reflections for the day.	Reflective journals
Bye-Bye time	15 mins	Initiate and encourage participants to reflect on and discuss the learning for the day	Contribute to the discussion	N/A

DAY 12:
Numeracy in development in the pre-primary context

Definitions

- Numeracy is the ability to use, apply, interpret and communicate mathematical information and ideas (OECD, 2010).
- Numeracy is the ability to use mathematical concepts needed to function effectively in the community.

Numeracy in context refers to learning numeracy naturally in order to function effectively in the community.

Pre-numeracy skills are the initial signs of the development of numeracy skills. They include:

- Matching
- Recognition of shapes
- Recognition of colors
- Recognition of size and quantity
- Sharing
- Sorting
- Comparing
- Classifying
- Sequencing Recognition of shapes
- Recognition of colors
- Recognition of size/quality

- Sharing.

Parents/community roles in supplementing children's numeracy
- Create supportive home environment
- Recognize home practices that support numeracy development through inquiry
- Exposing children to different games, stories that support development of numeracy skills.

Teacher's roles in promoting children's numeracy
- Encouraging peer support and create awareness that they can learn from each other.
- Cognizant of the language of numbers for example ways of saying 'multiply' like 'times', 'by' and 'product'.

- Ensuring learner's understand the command words of mathematical problems e.g. solve, evaluate, identify and estimate.

- Use a variety of manipulatives to ensure understanding of mathematical concepts.

- Not assuming learners achieving correct answers necessarily understand a process or concept.

- Designing relevant activities/exercises that will enable learners develop, practice and apply the knowledge gained.

- Modifying activities to accommodate children's learning context, create their own materials or use everyday events and experiences to explain mathematical concept.

DAY 13: Cross-Cutting Themes, Gender and Inclusion				
Session	**Time**	**Activities**		**Resources**
		Facilitator	**Course Participants**	
Circle Time	20 mins	Initiate and encourage participants to debrief, reflect and discuss their learning from the previous day	Contribute to the discussion	N/A
Teacher led	70 mins	Introduce the concepts of inclusion: Understanding the terminologies –inclusion in terms of special needs: health related, language, religion, diversity, culture. Split into groups	In groups identify special needs in their contexts and discuss challenges have in learning and teachers have in teaching	Pictures depicting related scenarios
BREAK (60 mins)				
Child led	30 mins	Groups and guides participants to move to the learning areas. Monitor participant activities and engagement in the learning areas	Play in the learning areas	Materials/resources in the learning areas
Teacher led	90 mins	Strategies for supporting inclusion. Facilitate presentations from champion teachers and split into groups	Consider their own classroom and how their teaching/ learning can be more inclusive utilizing different strategies	Champion teachers
LUNCH (60 mins)				
Child led	30 mins	Groups and guides participants to move to the learning areas. Monitor participant activities and engagement in the learning areas	Play in the learning areas	Materials/resources in the learning areas
Teacher led	90	Introduce the concepts of	Discuss in groups	Handouts, Manila

	mins	gender: Understanding the terminologies – gender, sex, gender equity, gender equality, gender inclusivity, gender mainstreaming, gender responsiveness. Split the participants into 6 groups and allocate each group a specific concept related to gender and a specific context (classroom, home, community)	how concepts of gender affect children in the Pre-primary classroom, at home and in the community and present	
Individual Reflection	15 mins	Remind participants to identify critical incident/significant moment to reflect on and write about it in their reflective journals	Individually participants write their reflections for the day.	Reflective journals
Bye-Bye time	15 mins	Initiate and encourage participants to reflect on and discuss the learning for the day	Contribute to the discussion	N/A

DAY 13:

Gender considerations for Early Childhood Education (ECE)

Gender considerations are of critical importance when developing and implementing ECE initiatives. From a very young age (about 24 months) children begin to construct their identities as being a "girl" or a "boy", and by about five years old they have identified qualities, behaviour, and characteristics deemed "appropriate" for girls and for boys (Freeman, 2007). Children's embodiment of gender is central to their own identities, and by taking up the gender roles dominant in their societies, they often take up the systemic, normative, entrenched gender inequalities intrinsic to those roles and relationships. If ECE programmes are not cognizant of the importance of establishing gender equality in the educational context, challenging gender stereotypes and assumption, as well as fostering

equal, collaborative and respectful gender relationships amongst children, ECE can perpetuate, and even exacerbate gender inequalities (Pence et al, p. 63).

The FKW project acknowledges the importance of gender consideration in all of its components, and has identified gender as cross-cutting theme. Following are gender-related terms and concepts definitions based on Jha & Anthill, 2009) that will used to inform the FKW gender strategies:

Gender: "The socially constructed differences between women and men. These differ from one culture and society to another, change over time and define who has power and influence over what" (Jha & Atthill, 2009, p. 29).

Gender analysis: "Systematic study of the differences between men's and women's, girls' and boys' roles, positions, privileges and access to resources. Gender analysis involves collecting sex-disaggregated data; in other words data that present information separately for men and women, girls and boys" (Jha & Atthill, 2009, p. 29). .

Gender-aware (and gender-sensitive): "Able to highlight gender differences and issues and incorporate them into strategies and actions." (Jha & Atthill, 2009, p. 29)

Gender equality: "Means women and men have equal rights. They should have the same entitlements and opportunities. Equality is rights-based" (Jha & Atthill, 2009, p. 29).

Gender equity: ""Means justice so that resources are fairly distributed, taking into account different needs" (Jha & Atthill, 2009, p. 29).

Gender-inclusive: "Language or behaviour that minimizes assumptions regarding gender" (Jha & Atthill, 2009, p. 30).

Gender mainstreaming: "The process of integrating gender into all policies, programmes and activities" (Jha & Atthill, 2009, p. 30).

Gender-responsive: "Able to respond to and deal with the gender issues that arise from gender analysis" ((Jha & Atthill, 2009, p. 30).

Gender-related issues in ECE in Tanzania

Gender inequality in Tanzania is of national concern. The Tanzanian National Strategy for Gender Development (NSGD) states: "[p]atriarchal system, customs and traditions that discriminate women continue to perpetuate gender inequalities, gender capacity and institutional aspects" (p. 2). *Education* is one of the identified Policy Concerns (2.1.4) of the NSGD, and strategies identified to counter gender inequality include incorporating gender- sensitive/responsive pedagogical approaches into teacher education programmes (2.1.4.4). The FkW project is anchored in an ethos of gender equality and integrates gender- sensitive/responsive strategies in its teacher education programmes, its community outreach programmes, and its monitoring and evaluation components.

With respect to the gender-related concepts discussed in Section 1, FkW will address the gender issues specific to the Tanzanian context as follows:

Gender: Many gender stereotypes and gender-specific roles and expectations in Tanzania - such as early marriage for girls, privileging boys over girls for schooling, assumptions about boys' superior intellectual abilities –especially in math and science subjects, demands on girls to assume unfair share of domestic duties and jeopardize school attendance (Sida, 1999) - create, promote, and perpetuate gender inequalities. The FKW will encourage educators and community members to understand gender as a social construct –as different from sex (biological attributes) – and acknowledge the inequalities

that stereotypes and rigid gender- based roles produce and how those can negatively impact educational opportunities and life chances.

Gender analysis: Sex-disaggregated data will be collected on: girls and boys' attendance and retention to FKW's ECE programme; numbers of female/male ECE teachers and para- professionals in FKW programme; numbers of women/men in attendance at various FKW- related meetings; numbers of women/men holding various positions on committees, groups, etc related to the FKW project; data on facilities (e.g., toilets) designated for girls and boys.

Gender equality: Through all of its components, FKW will work towards promoting awareness of the fact that gender equality is a right, meaning, for example, that all girls have a right to ECE and every activity, resource and opportunity it provides, that all women have a right to a voice in public meetings, that girls and boys should share duties/responsibilities equally, have equal nourishment, rest, and time for play.

Gender equity: Throughout all of its components, FKW will respond in gender equitable ways to help compensate for gender inequalities where/when necessary. For example, teachers may be encouraged to spend extra time, or provide extra encouragement to girls in ECE programmers who, because of gendered expectations are more timid and reticent to speak/participate in activities, than are the boys.

Gender inclusivity: The teacher education programme will promote the awareness and use of gender inclusive language to enable educators to practice this in the classroom context. Stereotypical linguistic associations and connotations related to gender will

Gender awareness: FKW will encourage all stakeholders (parents, educators, community members, even children) to identify gender inequalities and work towards overcoming those – e.g., provide girls and boys with equal access to ECE, ensure that girls and boys share all school/classroom-based duties/responsibilities; ensure that girls and boys engage in the same activities with equal access to the same resources; offer examples/role models of women and men who defy gender stereotypes; provide women with opportunities to

have an equal voice at meetings, etc. be examined and unpacked so that educators will become aware of the inequalities they can perpetuate. For example, using the word "assertive" to describe a boy, and "bossy" to describe a girl, who are both demonstrating the same behavioural characteristics will be considered and educators will be challenged to avoid such gender-differentiated language.

Gender mainstreaming: Gender equality will be promoted through all programmatic materials, evaluation, and implementation processes.

Gender-responsiveness: Gender analysis will be ongoing throughout the FKW project, and as will reflection on gender issues that arise, and responsive measures taken to address challenges to gender equality/equity.

DAY 14: Pre-Primary Assessment				
Session	**Time**	**Activities**		**Resources**
		Facilitator	**Course Participants**	
Circle Time	20 mins	Initiate and encourage participants to debrief, reflect and discuss their learning from the previous day	Contribute to the discussion	N/A
Teacher led	70 mins	Introduction to assessment - terminologies: • assessment • test • measurement • evaluation	Groups • define the terminologies presented	Handouts
BREAK (60 mins)				
Child led	30 mins	Groups and guides participants to move to the learning areas. Monitor participant activities and engagement in the making of resources for the learning areas	Make resources of their own choice to go into the learning areas	Materials/resources in the learning areas
Teacher led	90 mins	Present different kinds of assessment – formative summative, and demonstrating assessment in pre-primary class	Share their current practices of assessment in their schools (discussion or group presentations)	Handouts
LUNCH (60 mins)				
Child led	30 mins	Groups and guides participants to move to the learning areas. Monitor participant activities and engagement in the making of resources for the learning areas	Make resources of their own choice to go into the learning areas	Materials/resources in the learning areas
Teacher led	90 mins	Present effective questioning strategies	Discussion on emerging issues in	Charts

		Guide the discussion on emerging issues in assessment in pre-primary	assessment in pre-primary	
Individual Reflection	15 mins	Remind participants to identify critical incident/significant moment to reflect on and write about it in their reflective journals	Individually participants write their reflections for the day.	Reflective journals
Bye-Bye time	15 mins	Initiate and encourage participants to reflect on and discuss the learning for the day	Contribute to the discussion	N/A

DAY 14:
Assessment in the pre-primary school

Upimaji wa maendeleo ya mtoto katika malezi, uwezeshaji na ujifunzaji

Upimaji ni nini?
Upimaji ni mchakato wa kukusanya, kuchambua, kuunganisha na kutafsiri taarifa mbalimbali ili kuona ubora na kiwango kilichofikiwa kwa ajili ya kutolea maamuzi sahihi

Dhana ya upimaji
Katika malezi na ujifunzaji, upimaji ni tendo lakutafuta ni kwa kiasi gani mtoto:
- amejenga uwezo wa vitendo
- amepata maarifa au
- amepata stadi gani kutokana na vitendo anavyofanya.

Upimaji pia hujumuisha mwenendo wa uwezeshaji wa Mlezi au Mwalimu na mwenendo wa utendaji wa mtoto katika stadi na michezo mbalimbali.

Nini madhumuni ya upimaji
Upimaji wa maendeleo ya mtoto una madhumuni yafuatayo:

- Kujua mabadiliko na maendeleo ya kila mtoto katika vitendo mbalimbali
- Kutambua mahitaji mbalimbali ya watoto

- Kuamsha ari ya kupenda kwa mtoto Kumpa mlezi/mwalimu dira itakayomwongoza kufanya maandalizi ya uwezeshaji.
- Kufanya maamuzi kutokana na matokeo ya upimaji
- Kuweka kumbukumbu ya kazi za watoto na viashiria vinavyoonesha mabadiliko
- Kutoa taarif za maendeleo ya watoto kw Kugundua watoto wenye mahitaji maalumu na wenye vipaji vya pekee
- Kutoa maelekezo kuhusu malezi ya mtoto kituoni/shuleni Kugundua watoto wenye mahitaji maalumu na wenye vipaji vya pekee
- Kutoa maelekezo kuhusu malezi ya mtoto kituoni/shuleni

Je, tutawezaje kupima maendeleo ya watoto wadogo

- Watoto wadogo hawapewi mitihani wala majaribio
- Mwalimu / mlezi afuatilie maendeleo kila siku, hatua kwa hatua na kuweka kumbukumbu.

Katika nini/yapi tunapima watoto

Tunapima watoto katika :
- Kitabia
- Maarifa
- Stadi
- Mwelekeo

Kuna aina ngapi za upimaji wa maendeleo ya mtoto

Aina za upimaji wa maendeleo ya mtoto ni:

a. Upimaji wa awali b. Upimaji endelevu

c. Upimaji tatuzi / gunduzi d. Upimaji tamati

Upimaji wa awali: ni upimaji unaofanywa wakati wa kuanza mafunzo/malezi

Upimaji endelevu: ni upimaji unaofanywa mafunzo yanapoendelea

Upimaji wa tatuzi / gunduzi : ni upimaji unaoangalia vikwazo vinavyokwamisha malezi na ujifunzaji

Upimaji wa tamati: ni upimaji unaofanywa wakati wa kumaliza ngazi fulani wakati

DAY 15: Portfolio Submission, Reflection and Evaluation				
Session	Time	Activities		Resources
		Facilitator	Course Participants	
Circle Time	20 mins	Initiate and encourage participants to debrief, reflect and discuss their learning from the previous day	Contribute to the discussion	N/A
Teacher led	70 mins	Review requirements for Portfolio development Re-visit the rubric for portfolio development Support participants to refine and work on portfolios	Participants to refine and work on portfolios	Participants items for portfolio, files/folders, cellotape
BREAK (60 mins)				
Child led	30 mins	Groups and guides participants to move to the learning areas. Monitor participant activities and engagement in the making of resources for the learning areas	Make resources of their own choice to go into the learning areas	Materials/resources in the learning areas
Teacher led	90 mins	Support participants to refine and work on portfolios	Participants to refine and work on portfolios	Individual participants' portfolios
LUNCH (60 mins)				
Child led	30 mins	Groups and guides participants to move to the learning areas. Monitor participant activities and engagement in the making of resources for the learning areas	Make resources of their own choice to go into the learning areas	Materials/resources in the learning areas
Teacher led	90	Guides discussion on	Contribute to the	Course outline,

	mins	whole class reflection on learning from the course: • Key areas that will make a difference • Anticipated challenges • Way forward	discussion as guided.	participants' notes
Individual Reflection	15 mins	Remind participants to identify critical incident/significant moment to reflect on and write about it in their reflective journals	Individually participants write their reflections for the day.	Reflective journals
Bye-Bye time	15 mins	Initiate and encourage participants to reflect on and discuss the learning for the day	Contribute to the discussion	N/A

DAY 15:

A. Becoming a reflective practitioner

Reflection Scenarios

6 small groups will be formed.

6 "Reflection Scenarios", 2"Reflection-before-action", 2 "Reflection-in action",

and 2 "Reflection-upon-action" will be distributed to the groups

1. Reflection-before-action

Scenario A: As an ECE teacher, you must plan to teach a class on sorting and classification

Scenario B: As an ECE teacher, you wish to develop a lesson that will encourage children not to discriminate against, or tease, or leave out a child with a disability

2. Reflection-in-action

Scenario A: The children have been asked to put thread through a button, but you (the teacher) realize that many of the children are unable to do this.

Scenario B: In class, one child is acting disruptively and aggressively, taking things from other children, and messing up the activities other children are involved in.

3. Reflection-on-action

Scenario A: When I asked questions about the story, most of the children who provided answers were boys, so I engaged very little with the girls.

Scenario B: When the children were engaged in various station-based activities I had wanted to circulate to interact with all of them, but there were two or three students that were disruptive and I ended up giving all of my time and attention to them.

It is possible and desirable to reflect not just individually but also as a group. Professionals within the same field and institution can reflect together in order to help each other's professional development and to bring about the institution's improvement.

> With another person discuss some of the necessary conditions for a fruitful group reflection.

Conditions necessary for group reflection's success include:

- Trust – everyone should feel assured that others in the group will be honest and keep information confidential
- Commitment to the process – group reflection requires time and active participation.
  All members should be ready to come on time and be contribute.
- Open-mindedness – For both individual and group reflection the person must be willing to have their previous understanding challenged.
- Empathy – participants should make an effort to understand other members' outlooks.
  More experienced teachers should be patient with new teachers' worries and new teachers should realize their fresh insight is valuable to the group (McGregor & Cartwright, 2011).
- Self-reflection – Every member should also reflect as an individual. There are two main reasons that make self-reflection vital for group reflection. First, this would enrich the group's reflection by providing a variety of incidents. Second, each member will benefit from the group reflection by applying it to his or her personal practice.

Take some time to think if within your school or cluster you could bring together colleagues with whom you could reflect as a group. Think of the possible challenges and the solutions but keep in mind that there is a lot of benefit for everyone in group reflection.

B. Reflective conversation

The most effective way to reflect as a group is through reflective conversation. Research has shown that reflective conversations are useful especially in contexts like Tanzania in which teachers have a lot of work. It is important that reflective conversation should not be too structured and even if there is an animator his/her role is mostly to ensure that conversation is flowing. If the animator is appointed ahead of time then there should be rotations for each meeting so that eventually everyone in the group will get a chance to animate.

Reflective conversation can cover the same points as individual reflection (*What-So What-Now What*) with some slight variation. First of all, everyone should share a critical incident. It is important that the focus is only on the incident and not the feelings or insights. After everyone has shared a critical incident, decide as a group which one you would like to reflect on. You may choose one that is common to many (sleepy children) or something that is unique (a child with special needs in someone's class). The third step is then to ask more questions about the critical incident and the reasons behind it. This part of the conversation is very important because the variety of insights and feelings will enrich the reflection. The fourth step is crucial – *Now What*. This is what differentiates reflective conversation from "staffroom talk". As a group and individually you should explore how your practice would change. Without this step, reflective conversation will not help to bring about positive change in each member's practice and ultimately improvement of the school or even cluster.

C. Critical incident analysis

Looking more deeply at critical incidents can be a form of reflection for professional development. Generally, "incidents only become critical because someone sees them as

such" (Tripp, 1993, p. 27). An event can be significant because it is very unusual; for example, children misbehaving in an unexpected manner. However, in most cases the event is significant because you realize that it has become habitual and you want to analyze it: for example, children sitting in a circle while doing free activities. The analysis for reflective purpose would involve evaluating the event (Tripp, 1993). You would look for different type of information and ask yourself questions that will give you the required information (Tripp, 1993). For example:

- Personal information such as whether you like or dislike the event and if others like it.
- Evaluative information such as whether the incident represents something that is good and for whom.
- Reasons for why something happened or did not happen.

For example, if the incident was children shouting more loudly than expected when learning materials were being distributed you may ask yourself questions such as:

- Did I like it? Why not? Did others like it? If they didn't mind why not? If someone came in and remarked on the level of noise, who was it?
- Was this a good thing? If not a good thing, who judged it as bad? Only me? Other teachers? What about the children?
- Why did this happen? If the answer is lack of materials, you can repeat some or all of the questions (do I like this? Is it good? Why?)

Critical incident analysis will help you understand better your practice and become a better teacher since you will be able to make informed decisions based on experience. In addition, the analysis can help point out areas in which you can focus as a group to bring about positive change.

Group Reflection for Change

D. Group reflection for a common cause

Reflection is sometimes undertaken individually and as a group to bring about positive change in the society. Usually the group decides through consultations on what to focus upon. For example, a group of pre-primary teachers within a cluster may want to try out a new learning approach that they have learnt. Another example, could be a group of teachers within a school that would like to apply changes to the learning environment in pre-primary and lower primary classroom. The most important step is to agree on a shared goal. The aim should be to improve learning outcomes for the benefit of learners. However, this bigger goal may sometimes require smaller intermediate goals like increasing family income in order so that parents can provide good nutrition and educational materials for their children. The aim of such action should be benefit for the society and in a teaching context the main focus is learners' competencies.

E. Making practical use of group reflection - being change agents

Once you have settled on a cause and have goals, as a group you would look at the implementation of each step and then refine plans for the next step. The *Now What* step translates into concrete action that is carried out by some or all the group. For example, if the group of pre-primary teachers in the previous example decides to introduce the strategy of using songs in local language in their lesson the possible steps could be the following:

Step 1: Use songs in local language for the first time during lessons
- What –Most teachers found it difficult to sing traditional songs that were relevant to the topic and generally it was hard to get learners' attention.
- So What – Songs need to be relevant to the topic, most teachers do not the correct form of the songs, children need to feel involved
- Now What – Involve children more. One possibility is to ask children to learn songs at home.

Step 2: Ask all children to learn a song at home and then select one to teach others
- What – Children were very enthusiastic but in some cases there were arguments because children had different versions of the same song.
- So What – Children were happy with songs they knew from home however the arguments was due to the fact that local songs have variations. Teachers could not mediate because they did not know which variations were valid.

- Now What – Continue to use songs from the home environment. Have an adult who knows the song present.

Step 3: Invite a parent to sing a song in local language during the lesson
- What – Children enjoyed the session and listened to the parent. However, in some cases the song proposed by the parent did not link directly to the topic taught
- So What – Parents' understanding of what is relevant to a topic may be different than what teachers were expecting.

  - Now What – Invite parent for a planning session or perhaps have a meeting between a group of parents and teachers so that teachers can learn a collection of songs (including variation).

At this stage the group may repeat the steps or use lessons learnt to try out a new strategy for example, the use of local games in teaching and learning. For example, teachers may decide to invite parents on a separate occasion so that they could learn from them local games so that later the teachers can decide which games can be linked to the teaching objectives.
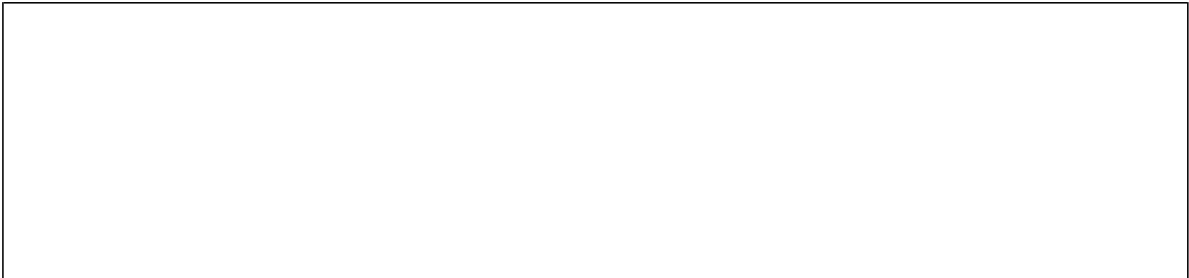
The number of steps will vary depending on the context. Sometimes even the main objective can be slightly altered if analysis indicates that there are more urgent needs to be addressed. Using these steps in a group will help teachers improve their practice through constant reflection.

DAY 16: Buffer				
Session	**Time**	**Activities**		**Resources**
		Facilitator	**Course Participants**	
Circle Time	20 mins	Initiate and encourage participants to debrief, reflect and discuss their learning from the previous day	Contribute to the discussion	N/A
BREAK (60 mins)				
Teacher led	60 mins	Buffer		
Child led	30 mins	Groups and guides participants to move to the learning areas. Monitor participant activities and engagement in the learning areas	Play in the learning areas	Materials/resources in the learning areas
Teacher led	30 mins	Buffer		
LUNCH (60 mins)				
Teacher led	30 mins	Course evaluation	Complete course evaluation forms	
Teacher led	90 mins	Buffer		
Individual Reflection	15 mins	Remind participants to identify critical incident/significant moment to reflect on and write about it in their reflective journals	Individually participants write their reflections for the day.	Reflective journals
Bye-Bye time	15 mins	Initiate and encourage participants to reflect on and discuss the learning for the day	Contribute to the discussion	N/A

Tafakuri

Hebu jikumbushe mara ya kwanza ulipofundisha darasa la awali (au watoto wadogo). Sasa fananisha na wakati mwingine ulipofundisha somo hilo hapo baadaye. Kulikuwa na tofauti? Ipi ilikuwa bora zaidi? Unadhani ni kwa sababu gani?

Tafakuri kama zoezi la wataalum hasa walimu linapewa maana mbalimbali. Kwa mfano tafakuri ni "hatua za dhati za kufikiri kwa makini na pengine kutenda inayofanywa na walimu ili kuboresha utaalamu wao". Hii ina maana kwamba walimu hufanya zoezi la tafakuri ili wajiendeleze. Kila mmoja wetu hufanya tafakuri pengine hata bila kujijua. Mara ya kwanza ulipofundisha ulikuwa huna mazoea na darasa la awali na ufundishaji wake. Lakini uliporudia somo lako la kwanza hapo baadaye ulijiandaa tofauti na kutumia mbinu nyingi mbadala ambazo ulijua zinafaa kwa kufundishia watoto wadogo. Kwa hiyo, tafakuri huwasaidia walimu kujiendeleza na kuboresha ufanyaji wa kazi zao.

B. Umuhimu wa tafakuri

> Je unadhani ni sababu zipi zinawafanya walimu kujishughulisha na tafakuri?

Walimu wa kila ngazi hujihusisha na tafakuri. Baadhi ya sababu ni zifuatazo:

- Kujiendeleza kitaaluma
- Kuleta uhusiano kati ya nadharia na matendo
- Kuelewa jinsi gani matukio ya darasani yanaelezwa na dhana za kielimu
- Kuboresha mazingira ya ujifunzaji na ufundishaji
- Kuelewa vizuri zaidi maana ya ualimu na kuwa mwalimu
- Kuwa wabunifu katika ufundishaji
- Kuwa na mahusiano mazuri na wanafunzi na wazazi

Kwa hiyo tafakuri humsaidia mwalimu kuonegeza ufanisi na kujiendeleza katika utaalumu wake.

Jinsi ya Kufanya tafakuri

A. Ni lini ujihusishe na tafakuri?
   a. Kabla ya tendo

   Kufikiria kwa makini juu ya vitendo vilivyopangwa na matokeo yake. Maswali unayoweza kujiuliza:

   - Kwa nini nafundisha mada hii kwa wanafunzi wangu?
   - Malengo yangu ya somo hili ni nini?
   - Je, malengo haya yana umuhimu na tija kwa wanafunzi?
   - Je ninaweza kuandaa mbinu zipi ambazo zitanisaidia kujua kama malengo haya yamefikiwa au la?

   b. Wakati wa tendo

   Inahusisha matendo yote unayoyafanya ili kukabiliana na matukio yasiyopangwa au kutegemewa. Mfano:

   - Je ninawezaje kukabiliana na mtoto huyu ambaye ni mtundu sana?

71

- Je niache kufuata hatua za andalio la somo nililopanga ili kukabiliana na suala hili?
- Je kuna mbinu gani mbadala ninazoweza kutumia ili wanafunzi waelewe mada hii?

c. Baada ya tendo

Hii ndio aina kuu ya tafakuri. Walimu wengi huifanya mara baada ya kipindi na kuna miongozo mbalimbali. Baadhi ya maswali yanayotumika:

- Je kipindi kilikuwaje?
- Je malengo yalifikiwa?
- Kama siyo, kwa nini?
- Je, ningeweza kufanya nini tofauti?
- Nitawezaje kuboresha somo?
- Hatua inayofuata iwe nini?

B. Muundo wa tafakuri (pendekezo)

Kuna njia mbalimbali zinazopendekezwa katika kufanya tafakuri. Ifuatayo ni pendekezo linalohusisha dhana ya kujifunza kutokana na matukio. Muundo huu umetumiwa na walimu mahali pengi duniani ikiwemo hapa nchini. Jedwali ifuatayo inatoa muhtasari wa muundo huu wa tafakuri.

Hatua	Maelezo yako
Nini?	• Tafuta tukio lenye umuhimu kwako • Elezea kilichotokea (wapi, lini, nani)
Kwa hiyo?	• Eleza sababu za tukio hili – toa taarifa za ziada za kutosha • Eleza hisia zako – ulijisikiaje? • Elezea kwa nini tukio hili lilitokea • Tukio hili linaashira nini? • Linaweza kuwa na maana gani?
Sasa je? (Na kwa sababu hiyo?)	• Utabadili namna gani jinsi unavyofanya shughuli zako kutokana na tafakuri juu ya tendo hili?

	• Ni uelewa gani mpya umepata kutokana na kuchambua/kutafakuri juu ya tukio hili?

C. Tafakuri ya kimaandishi

Njia mmoja ya kufanya tafakuri ni kimaandishi kwa kutumia daftari au kitabu maalum. Daftari la tafakuri ni kumbukumbu ya matukio pamoja na hisia, mawazo na maoni yako kuhusiana na maswali, matatizo na masuala unayokumbana nayo katika shughuli zako za ualimu. Sababu ya kuweka kumbukumbu hizi ni kuzielewa vizuri zaidi na kujifunza kutokana nazo. Maswali za mara kwa mara kuhusu tafakuri ya maandishi ni zifuatazo:

- **Niandike lini?**

Andika mara kwa mara, ni vema tafakuri ikawa mazoea. Ingekuwa vema kama ungeweza kuandika kila siku lakini kama haiwezekani uwe na ratiba (kwa mfano mara mbili kwa wiki Jumatatu na Alhamisi jioni). Wakati mwingine inasaidia kama unaweka baadhi ya hoja muhimu katika maandishi mara tu yanapotokea halafu unaandika kirefu unapopata muda. Kumbuka kuandika tarehe kila unapoandika.

- **Niandike kuhusu nini?**

Chagua tukio lolote unaloona lina umhimu kwako. Inaweza kuwa tukio fulani darasani lililokuwa zuri sana (watoto walifurahia somo zaidi ya ulivyotegemea) au ambalo halikuenda vizuri (baadhi ya watoto walifanya fujo na wewe ukawa mkali kupita kiasi). Tukio linguine linaweza kuwa nje ya darasa (kwa mfano mzazi aliyehamaki alikuja kukukaripia kwa sababu hakuelewa vizuri ujumbe ulyomtumia kupitia mtoto wake) na pengine hata lisihusiane na masomo (uji haukupikwa kwa sababu kuni zililowa). Kumbuka kuandika siyo tu kuhusu *Nini* lakini pia *Kwa Hiyo* na *Sasa Je*.

- **Namwandikia nani?**

Kimsingi kumbukumbu na tafakuri hii ni kwa sababu yako na maendeleo yako kama mwalimu. Wakati mwingine utapenda kuwashirikisha walimu wenzako na wawezeshaji. Maoni na maswali yao yatakusaidia katika ufanisi wako.

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