

THE UNITED REPUBLIC OF TANZANIA
MINISTRY OF EDUCATION AND VOCATIONAL TRAINING



Field Support Programme for Second Year
Diploma in Secondary Education

SELF STUDY MODULE
Foundations of Education

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GENERAL INTRODUCTION

Welcome to a module on Foundations of Education for Teacher Education for Diploma second year. Congratulations for finishing the first year successfully. We hope that the first year module gave you knowledge, skills and enhanced your competences as a student teacher. The Diploma Teacher Education programme is currently using the reviewed curriculum, which adopted a two-tier system of training where a student teacher spent one year in the college and the second year for practical experiences in secondary school. This is the phase that you are entering now. Therefore the second year module is a continuation of the previous module you learned in the first year but with a more field orientations.

The module will guide you, to have practical experience on basic education concepts and practices for continue bridging of what was learned at college and that of the field practice for continuous improvement and lifelong learning.

COMPETENCES

The concepts and activities contained will help you develop the following competences:

- To analyze and critique education issues.
- To translate and integrate educational policies and innovations in teaching and learning activities.
- To demonstrate creativities, innovativeness and improvisation in the teaching and learning processes.
- To use interpersonal skills to participate in school activities.
- To apply educational experiences from other countries for improvement of practice.
- To generate and apply logical arguments in day to day professional activities.
- To develop capacity in terms of knowledge skills and attitudes in dealing with issues covering educational management and administration.
- To manage teaching and leaning using the new perspectives.
- To plan, organize and coordinate schools activities.
- To integrate crosscutting issues in the subject in the area of specialization and in school.
- To demonstrate critical thinking when dealing with educational issues in the area

of specialization.

- Ability to cope with changes as a result of globalization.
- To change behaviour for social adjustments in the school and in the community.
- To reflect on teaching and learning process in area of specialization.

These competences will be developed through doing activities and evaluation questions assigned in different units.

Rationale

In fulfilling the two tier system of Diploma in Secondary Education, a second year student is required to engage into field practice to continue learning but at the same time covering the shortage of teachers and preparing for the final examination. When they are in the field student teachers are expected to merge theories and practices through the application of knowledge and skills gained in foundations of education. The student teacher will also make analysis of educational trends, policies and management as practiced in Tanzania. This module will enable the student teacher to conduct self-learning and build competences in different areas of education, teaching and historical development of education in Tanzania.

Structure of the module

Foundation of education is not a single subject rather a combination of six units that deals with different but related topic in education. The topics are: -

- I.** Education
- II.** Philosophy of Education
- III.** Historical Development of Education in Tanzania
- IV.** Educational Trends in Tanzania and Other Countries
- V.** Sociology of Education
- VI.** Educational Management and Administration.

The module contains course materials, which are self-instructional with some guidelines on performing various activities in each unit. It gives opportunity to practice in real situation what student teachers learnt in the first year at the college on Foundation of Education.

HOW TO USE THE MODULE

The module has six units and each unit has been discussed in 4 parts the first part introduces the unit and its core topics. The second is the brief notes of the content, the third is the competences to be developed in the unit, and fourth is the activities which you will have to do to accomplish the unit and finally is the evaluation question which include self evaluation.

The module is designed to enable you study on your own while you are doing he filed work. You will have to perform the following tasks;

1. Read the course materials, all the activities and evaluation questions contained as instructed and keep the work done in your portfolio.
2. Write a diary or journal explaining different tasks and roles you are performing in the school. This can be in a form of a narration explaining important issues that are key to teaching and learning.
3. Assess what you are doing and write a report which will explain some of your activities in school and in classroom.

In the process of teaching and learning, you are advised to use the previous module and consult various literatures, fellow teachers and tutors. Apart from that, you will have to learn from classroom interactions and experiences by questioning whatever you are doing to fulfill some theoretical and practical ideas on foundations of education.

Using your time efficiently is a key to your success in achieving the diploma in secondary education.

TOPIC ONE: EDUCATION

Introduction

Dear student teacher, in the first year, you learned about the aims and importance of education in the society, forms of education and the adult education. This unit gives brief information on the same sub-units to link theoretical aspects and practical components.

Education as was discussed in the previous module has no common definition but starts from the day one gets in the world. It encompasses teaching and learning specific knowledge and skills, in either formal or informal setting, includes the aspects of culture which are passed over from one generation to another.

The importance of education can be observed at various levels, specifically the personal development in terms of intellectual and spiritual growth, vocational preparation and social training for people to cope and integrate in the society.

Competences

After completing this unit you will develop the following competences;

- ◆ To differentiate forms of education and guide students in schools accordingly.
- ◆ To participate in different educational practices for continuous professional development.
- ◆ To analyze and critique educational issues

The major function of education to any society is the preparation of competent members of the society, irrespective of the different conception of education among educational philosophers and sociologists.

Activities

1. You have been in the training for several weeks now, what other ways do people learn apart from sitting in classroom with a teacher? identify and explain how they fulfill learning.
2. Assess your environment and analyze different forms of education that would be helpful for you and other staff for continuous professional development?

After you have completed the activities above do the following question in order to check for your self how much you have understood this unit.

Self Evaluation

Describe how education benefited you as an individual teacher and your society?

TOPIC TWO: PHILOSOPHY OF EDUCATION

Introduction

Welcome to this unit, which gives you an overview of the philosophy of education with a focus on the concepts of philosophy and philosophy of education, characteristics of branches of philosophy and ideas of distinguished philosophers. The content of these various topics mentioned are well discussed in module 1 unit two in the first year at the college. It is our expectations that you will differentiate philosophy of education in Tanzania and other countries.

Brief Notes

Philosophy of education refers to the application of different philosophical ideas and methods in solving and dealing with educational problems. It guides the educational and curriculum planners to comprehend and develop realization that knowledge is basic need for the well being of humanity and formation of educational goals, norms, and standard to be reached in education.

Philosophy of education also gives highlights on what value the schools ought to achieve for freedom of learners and premises on which education decisions have to be made. It enables educators to make contributions between statements of facts and those of value judgment. Facts and assumptions provide insight in examining cultural norms, philosophical ideas and use of logic, which are appropriate on the context of the education system.

Competences

After completing this unit you will develop the following competences;

- To translate and integrate educational policies philosophical ideas in teaching and learning.
- To develop critical thinking and decision making when dealing with education issues.
- To generate and apply logical arguments in day-to-day professional activities.

Activity

1. Identify the kind of philosophy of education Tanzania is using today. How is that philosophy reflected in daily practices?
2. Analyze the influences of Mwalimu J.K. Nyerere ideas on current education system in Tanzania.

Self Evaluation

Describe the contributions made by great Philosophers in education to your thinking and practice.

TOPIC THREE:
HISTORICAL DEVELOPMENT OF EDUCATION IN TANZANIA

Introduction

Congratulations for successfully completing the two units of this module. Now, you are invited to unit three which highlights you on Historical Development of Education in Tanzania. It entails African Indigenous Education, and colonial education before and after independence.

Education in Tanzania has taken different phases according to needs of the society. The Indigenous Education, which is a non-formal system of education, enabled everybody in the society to develop and acquire knowledge, skills and values appropriate to the needs of that society. When the colonial education started, it destructed the established social system of the Indigenous education and marked the beginning of the formal system of education in Tanzania before independence.

The colonial education was a privilege for few minorities who were to save the colonial government. The education was based on racial and religious segregation. After independence, the aims of education were to abolish all kinds of discrimination and to establish an education system, which will be relevant and cater for the needs of Tanzanians regardless of race, religion and ethnicity. However, a lot of political and socioeconomic reforms necessitated further modification and change of the inherited system of education from time to time to reflect the context of Tanzanians.

Competences

Through this unit you will develop the following competences;

- ◆ To evaluate the strengths and weakness of Indigenous Education, colonial education before and after independence and up to date
- ◆ To DESCRIBE the future Tanzania education development by using post and after independence experiences and current situation.

ACTIVITIES

1. Discuss with your students, the kind of Indigenous education that existed in the community around the school. Identify its strengths and weaknesses
2. Describe different ways in which formal and non-formal education differ

EVALUATION

1. By using the experiences you got from field work explain the advantages of informal education.
2. Survey the area around the school to identify people with special needs in education and suggest ways of providing them with education.

TOPIC FOUR:

EDUCATIONAL TRENDS IN TANZANIA AND OTHER COUNTRIES

Introduction

Welcome to unit four, which focuses on education trends in Tanzania and other countries. The aim of this unit is to widen your understanding on Education for self-reliance, education and training Policy and education for globalization.

There has been change in our education system since independence in order to cope with some changes in the world. Some of the areas affected by these changes are the curriculum content, examination system and entry age in primary school.

Education for Self Reliance (1967) and Educational and Training Policy (1995) are some of efforts made by Tanzania by Tanzania to have a coordinated system of education. These policies had aims though some were wrongly interpreted or implemented. Globalization has brought about challenges, which necessitates changes in the educational access and delivery to meet the demands. Globalization emphasizes the role of private sector and continues liberalization of the economy, which is a big challenge we are currently facing.

Competences

The unit will guide you to develop the following competences;

- ◆ To analyze and trace different things brought about by globalization
- ◆ To use and apply educational experiences from other countries

Activities

1. Through interaction with various individuals at school and outside the school , identify things associated with globalization.
2. By consulting experienced teachers, differentiate Education for Self Reliance and Tanzania Education and Training Policy in school practice..

Evaluation

1. Explain briefly the advantages of Education For Self Reliance to you, your students and community at large
2. .Explain various ways which globalization influence your work.

TOPIC FIVE:

SOCIOLOGY OF EDUCATION

Introduction

Welcome to unit six which discuss sociology of education focusing on issues, which are core to enhance your teaching, and for your professional development. It covers the covers the concepts of sociology, sociological factors influencing education, ideas of different sociologists and ends up with socialization and its agents.

As already discussed in the first module, sociology as a term has various definitions but all are similar that it deals with human behaviours in groups to discover different patterns of social interactions and relationships. Sociology of education examines social factors that guide education and education practice at various levels. Ideas of different sociologists have great influence on education. They provide direction which education decision makers use as frameworks for practice. Socializing agents like family, school and community have a role to play in learning ones culture, relationship and interactions, which help individuals to cope and live in the society. Likewise, the society has a role of inducting all individual members into its morals, norms, attitudes, values, motives, social roles, language and symbols. This is the means by which social and cultural continuity are attained from one generation to another.

Competences

The unit will help you develop the following competences;

- ◆ To identify your role in socialization and in socializing agents.
- ◆ To develop capacity in terms of knowledge skills and attitudes in dealing with social factors (relationships and interactions)
- ◆ To integrate crosscutting issues in the subject and in dealing with the students.

Activities

1. Assess and describe the strengths and weaknesses of socializing activities that exist among students in your school. Give suggestions for improvement.
2. Identify strategies used in teaching cross cutting issues in school setting.

Evaluation

Describe the contribution made by Carl Max and Marx Weber ideas on education. Whose ideas do you prefer and why?

TOPIC SIX:

EDUCATIONAL MANAGEMENT AND ADMINISTRATION

Introduction

Congratulations for completing five units of this module. Now, welcome to the last unit, which focuses on education management and administration. The unit discusses; the concept of education management and administration, leadership and four styles of leadership in school and colleges, the teaching and teaching profession, and ends up with school and community relationship. (For more details read pages 73-93).

As observed in the previous module, Education Management and administration are used interchangeably, but in reality Education Management deals with people in achieving organizational goals and objectives while educational administration deals with organizational functions guided by policy, regulations etc and resources (allocation procurements etc).

Management and administration guide educational practices through the application of different management theories in schools and colleges. To achieve organizational objectives, a number of things are involved; such as power balance, delegation, motivation, teamwork etc which all aims at accomplishing institutional aims and goals. The institutional leadership depends on the theoretical orientation of the organization to exercise different leadership styles. There are common leadership styles, which include; democratic style, authoritative or autocratic or autocratic style, laissez faire and transformative style. Institution leaders need to take soft approaches to management, which involves the following qualities; guiding, innovative, reflective, motivation and always seeks different strategies for continuous professional improvement.

Competences

The unit will guide you develop the following competences;

- ◆ To distinguish educational management and administration in practice.
- ◆ To Manage and administer teaching and learning process and other activities in school.
 - To develop capacity in terms of knowledge, skills and attitudes in dealing with issues covering educational management and administration.
 - To demonstrate leadership skills in classroom and in school.

Activities

1. You have reported to a new school, and you are appointed to be a head of department and the office has nothing. What would you do?
2. If you are a leader of your school. Identify the type leadership styles you will adopt and write the traits that characterize it.
3. Observe the structure of your a school and draw the organizational chart
 - Identify the components it comprises.
 - Explain the role of each component.

Evaluation

1. Identify situations that you find yourself as a manager or administrator.
2. Explain various ways you used to organize and manage classroom practices and behaviours?

Completion of this module will help you teach effectively and efficiently. It will also help you prepare well for the final national examination and complete Diploma in Secondary Education course successfully.

Good luck.