



**SPECIAL PROGRAM FOR UNCERTIFIED PRE-PRIMARY
AND PRIMARY SCHOOL TEACHERS IN RWANDA**

TEACHER PEDAGOGICAL HANDBOOK

NOVEMBER 2023

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BACKGROUND OF THE SPECIAL PROGRAM FOR UNCERTIFIED TEACHERS

The Ministry of Education's mission is to transform Rwandan citizens into skilled human capital for the socio-economic development of the country by ensuring equitable access to quality education, focusing on combating illiteracy, promotion of science and technology, critical thinking, and positive values. To attain this assignment and the Sustainable Development Goal (SDG) 4, which states: "Ensure inclusive and equitable quality education and promote lifelong learning opportunities for all". Government of Rwanda in collaboration with the World Bank support of Rwanda Quality Basic Education for Human Capital Development Project embarked on construction of 22,505 new classrooms that were intended to reduce overcrowding to acceptable standards of 46:1 student-teacher ratio and long distances travelled by learners. Subsequently, construction of these many new classrooms created many teaching gaps in schools that resulted in mass recruitment of uncertified teachers at all levels of basic education (Pre-primary, Primary and Secondary).

SDG4 target 4.c aims at increase the supply of qualified teachers, including through international cooperation for teacher training in developing countries, especially least-developed countries and small island developing States" stipulates that the indicator for progress on this target is measured by the proportion of teachers in: (a) pre-primary

education; (b) primary education; (c) lower secondary education; and (d) upper secondary education who have received at least the minimum organized teacher training (e.g. pedagogical training) pre-service or in-service required for teaching at the relevant level in a given country" (UNESCO, 2016b, p. 28).

It is in this regard that REB has developed a special program for the uncertified teachers in education teaching in pre-primary and primary schools. The program aims at providing certificate in education for the uncertified teachers in pre-primary and primary schools in Rwanda. Upon the completion of the training course, successful candidates will be awarded certificates of professional teaching.

Rationale for Special Program for training uncertified Pre-Primary and Primary Schools teachers

This special continuous professional development (CPD) program for uncertified pre-primary and primary teachers is developed as an immediate response to equip teachers with skills, knowledge, and attitudes to address the complex challenges within the teaching and learning environment.

The content of the program is designed to help teachers to become stronger and competent by ensuring enhancement in their pedagogical, psychological, inclusiveness and methodological teaching skills.

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Introduction

Dear Teachers,

This handbook was developed and designed to support you as a reference guide in your teaching practices. It highlights the key concepts and content of the four modules in the special program for uncertified pre-primary and primary school teachers. It is important to note that the module four has been divided into four parts. The handbook is composed of the following modules:

- **Module 1.** Educational Psychology
- **Module 2.** Inclusive Education and Cross-Cutting Issues
- **Module 3:** Pedagogy and Instruction
- **Module 4.** Teaching Methods and Practice
 - Pre-primary Teaching Methods and Practice
 - Social Studies Teaching Methods and Practice
 - Languages Teaching Methods and Practice
 - Mathematics and Sciences Teaching Methods and Practice

Each module in the Teacher Pedagogical handbook has important aspects that include introduction, key components of the module, classroom implications, reflective questions, and references. The handbook will help to reflect on the classroom practices in teaching. Keep the handbook with

you while you are reflecting on your teaching activities. It is designed in a short format to allow you to recall and apply the pedagogical principles and theories in your Continuous Professional Development. It is your responsibility to take advantage of this handbook to learn the key concepts and visit the REB E-learning platform to learn more from the modules for better understanding and practice.

We wish you all the best in your teaching practice as you advance your pedagogical skills for quality teaching enhancement.

Module 1. Educational Psychology

1.1. Introduction

This module covers six units:

1. Introduction to Educational Psychology
2. Human Developmental Psychology
3. Personality
4. Social Psychology
5. Learning Theories and their Applications
6. Guidance and Counselling

Each unit starts with an introduction, followed by key components, a summary of the unit and questions for reflection. Each unit was developed to equip you with basic knowledge and skills that are needed to cater for your learners of different ages and needs effectively.

1.2. Key components of the module

In this part, you learn various components and perform the application activities related to each component. These activities are designed to facilitate your teaching and put key concepts into practice in the classroom for improved student understanding.

Unit 1. Introduction to Educational Psychology: This unit presents concepts and forms of education and Psychology including behaviour, mental processes, emotion, consciousness-unconsciousness, and

intelligence. The section provides an overview into the meaning of Educational Psychology and related concepts including motivation, sensation, perception, and memory. The section presents the importance of Educational Psychology.

Unit 2. Human Developmental Psychology: This unit highlights concepts of human development including Developmental Psychology, growth, maturation, and critical periods of human development. about the concepts of determinants, principles, periods, and domains of human development are discussed. In addition, this unit deals with the implications of human development on teaching and learning.

Unit 3. Personality: As teachers, you have learners who behave differently, either in class, on the playground, on the way to and from home, and at home. In fact, their actions and behaviours differ because they are different; they have different personalities. This unit explains why learners react differently when exposed to the same stimuli. You are exposed to various theories of personality like Psychoanalytical/ Psychodynamic, Humanistic Psychology, Social cognitive theories, and the implication of personality in teaching and learning.

Unit 4. Social Psychology: Other people shape our life. They are sources of our most intense pleasure, pain, information, and they help us to know and understand

ourselves. In this unit, different concepts related to social psychology are explained including social perception, social influence, social roles, norms, conformity, obedience, and leadership, inter-group conflicts and conflict resolution. The importance of social psychology in teaching and learning is discussed as well.

Unit 5. Learning theories and their application to the teaching and learning process:

The goal of this unit is to help you understand the fundamental theories underlying learning and teaching. These include behaviourism, cognitivism, constructivism, social learning, and social cultural theory. Each theory is linked with the process of teaching and learning. You are also exposed to various factors that influence learning.

Unit 6. Guidance and counselling:

This unit displays the different types of guidance and counselling skills including active listening skills that require attending, non-verbal listening, and verbal listening. Lastly, you learn about the qualities of a counsellor, techniques of guidance and counselling, ethical considerations in guidance and counselling and special considerations in guidance and counselling.

1.3. Classroom implications

This module equips you with knowledge about why your learners may behave in the ways that they do, so that you can adapt your teaching and learning to their levels and needs

and ensure optimal learning in your classroom.

1.4. Reflection questions

- 1) Suppose that you are teaching Social Studies in a Primary Two (P2) class, and your topic is “My family”.
 - a) How will you motivate your learners in this lesson to activate their sensation and perception, to ensure that they are effectively learning? In your response think about the three areas of Educational Psychology (knowledge about learners, the learning process, and the learning situation).
- 2) Janet is an autistic learner in P3. She is very intelligent. Sometimes, she shows disruptive behaviours in class. The teacher refused to teach her and said he cannot waste his time on Janet. He does not allow her to work with her classmates. He justifies his decision by saying that Janet would delay her lessons.
 - a) How do you describe the teacher’s behaviour in relation to Janet?
 - b) What would you do if you were a teacher in this class?
- 3) How can you apply the knowledge acquired in Social Psychology to improve your teaching career?
- 4) When and how would you apply academic, personal, and career guidance to your learners?
- 5) Give 3 examples of how you will use the knowledge acquired

from this module to improve your teaching practice.

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Module 2. Inclusive Education and Cross-Cutting Issues

2.1. Introduction.

This module covers six units:

1. Introduction to inclusive education
2. Categories of learners with special educational needs
3. Identification, assessment, and referral for learners with disabilities
4. Parental and community involvement in inclusive education
5. Gender and inclusive strategies in teaching and learning
6. Cross-cutting issues.

This module equips you with knowledge and skills in special educational needs and cross-cutting issues related to teaching and learning to ensure that you are able to support all learners in your classroom.

2.2. Key components of the module.

In this part you understand various components and perform the application activities related to each component. These activities are designed to facilitate your learning and put into practice in the classroom for student learning and improved learning outcomes for the provision of quality education. The key components are:

Unit 1. Introduction to inclusive education: This unit presents the concepts in inclusive and special needs education including background, legal framework, principles, and barriers to inclusive education.

Unit 2. Categories of learners with special educational needs: This unit presents different categories of learners with special needs including learners with visual impairment, learners with hearing impairment, learners with deaf blindness, learners with physical disabilities or other health impairments, learners with specific learning difficulties, learners with communication difficulties, learners with attention deficiency hyperactivity disorders, learners with autism, gifted and talented learners, learners with behavioural and educational disorders, and Vulnerable Children.

Unit 3. Identification, assessment, and referral for learners with disabilities: This unit provides an overview of the purposes, principles and types of special education needs assessments, Role of Special Educational Needs assessment team members/Multidisciplinary Team, Areas of Special Educational Needs Assessment, Practical understanding of Individual Education Planning (IEP), and referral for diagnostic assessment.

Unit 4. Parental and community involvement in inclusive education: This unit discusses roles and responsibilities of stakeholders in special needs and inclusive education.

Unit 5. Gender and inclusive strategies in teaching

and learning: This unit focuses on gender responsive practices in the classroom, lesson delivery for learners in an inclusive class, and guidance and counselling services for learners with special needs.

Unit 6. Cross- cutting issues: This unit covers Genocide Studies, gender education, comprehensive sexuality education, environment and sustainability, peace and values education, financial education, culture and standardization, inclusive education, and health education.

2.3. Classroom implications

This module helps you to understand your learners' special educational needs and how you can support them in their learning process.

2.4. Questions for reflection

1. Differentiate between the following terms:

- Impairment, Disability, and Handicap.
- Rehabilitation and habilitation.
- Inclusion and Mainstreaming.
- Learning difficulties and communication difficulties.

2. Assume that you have done an observation in your class, and you have realized that there is a learner with a physical disability & other health impairment. What teaching strategies would you use to meet their needs?

3. In our school, we have children with disabilities. They have special needs that require the support of all stakeholders in the school. List some roles and responsibilities of the following stakeholders in Special Needs and Inclusive Education:
 - Parents, Local leaders, Community Members, School Personnel
4. a) Does your school carry out guidance and counselling? If yes who carries out guidance and counselling in your school and which of people do you counsel and guide?
b) How do you support the recommendation that parents of children with SNE need guidance and counselling?
5. Discuss how the knowledge you have acquired from this inclusive education and cross – cutting issues module will help you in your teaching profession.

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Module3: Pedagogy and Instruction

3.1. Introduction

This module aims to equip the uncertified pre-primary and primary school teachers in Rwanda with knowledge, skills and attitudes related to general teaching methods, approaches, and techniques including setting and assessing educational objectives; use of teaching and learning materials (TLMs); preparation of pedagogical documents; lesson observation and organisation of the learning environment.

3.2. Key components of the module

Unit 1. Teaching and learning approaches: This unit discusses the teacher-centred approach and the learner-centred approach.

Unit 2. Teaching methods: This unit presents various teaching methods including the direct instruction method, the inquiry-based learning method, and the cooperative learning method.

Unit 3. Active teaching and learning techniques: This unit covers various teaching and learning techniques including brainstorming, storytelling, demonstration, singing, question and answer, miming, case studies, learning corners, research work, practical work, project learning, assignment, discovery, field visits, debates, games, group work, role play, plays, think-pair-share, simulation, dramatization, round tables, concept mapping and graphic organisation.

Unit 4. Principles of teaching and learning: This unit presents some principles of teaching and learning including thematic/ integration principle, concretization, activity, motivation, individualization, cooperation, transfer, and progression.

Unit 5. Educational objectives: This unit covers how to design education objectives. It shows how to write and design general objectives, specific and instructional/operational objectives in a lesson planning and delivery.

Unit 6. Learning domains and their levels of taxonomies: This unit presents levels of learning domains including levels of cognitive domain (Bloom), levels of affective domain (Krathwhol) and levels of psychomotor domain (Dave).

Unit 7. Learning objectives and competences in Rwanda's Competency Based Curriculum (CBC): This unit discusses learning objectives and competencies in CBC including learner's profile, broad competences, key competences at the end of each grade level, key unit competences and learning objectives included in the CBC.

Unit 8. Use of teaching and learning materials (TLMs): This unit covers the various types of TLMs (according to accessibility, nature/ originality, cost, sense involved), qualities of teaching and learning materials (criteria for selecting suitable TLMs, where and how to get TLMs/ resources, and TLM development), management of TLMs (including tips for displaying TLMs).

Unit 9. Pedagogical documents: Scheme of work

(definition and importance of scheme of work, making a scheme of work for primary level, and scheme of work template for pre-primary), lesson planning (definition of lesson planning, key required documents for making a lesson plan, and lesson plan format), other pedagogical documents (class diary, attendance/ call register, learner's progress records/ marks records, evaluation book and marking scheme)

Unit 10. Lesson observation: lesson observation and constructive feedback

(what is lesson observation feedback? how to give and receive feedback), reflective practice (reflection related definition, types of reflective teaching, steps for reflection)

Unit 11. Organization of teaching and learning environment:

factors influencing school environment (factors related to the school leadership, equipment, teaching and learning materials), class management strategies (definition of class management, classroom management strategies(create a classroom management plan, understand the power of day 1, access a seating chart ahead of time, greet students as they enter the classroom, balance teaching and facilitating, circulate the room and find a conducive seating arrangement for learning).

Unit 12. Learning assessment and evaluation: Key concepts related to learning assessment and evaluation: assessment, Competency-Based assessment, Competence-Based Assessment versus Knowledge-Based Assessment, Difference between assessment and evaluation.

Unit 13. Types of learning assessment: diagnostic assessment, formative and summative assessment.

Unit 14. Types of assessment according to the reference framework: norm-referenced assessment, Criterion-referenced assessment

Unit 15. Type of assessment depending on the examiner: classroom or internal assessment, external assessment

Unit 16. Assessment tools: interview, portfolios, rubrics, observation, checklist, checklist, questioning, rating scales, exhibition/ demonstration, learning journal.

Unit 17. Considerations in preparing tests: response formats, setting tasks for formative and summative assessment.

3.3. Classroom implications

This module helps you to prepare and use pedagogical documents, and apply different teaching approaches, methods, and techniques.

3.4. Questions for reflection

1. List and discuss the different approaches to teaching and learning.

2. List and explain the learning domains and their levels of taxonomies.
3. Develop Teaching and Learning Materials for one of the lessons of your subject of specialisation.
4. Prepare a scheme of work, lesson plan and other pedagogical documents for your subject of specialisation.
5. Identify the Types of reflective teaching and describe the process of receiving and providing constructive feedback.
6. Discuss any five classroom's management strategies.
7. Explain key concepts related to learning assessment and evaluation and discuss different types of learning assessment.

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Module 4a. Pre-primary Teaching Methods and Practice

4.1.1 Introduction

This module equips you with theoretical and practical skills that will enable you to organise ECE teaching and learning activities. It comprises of the following unit: Understanding of pre-primary syllabus; Teaching and Learning approaches in pre-primary; Teaching Numeracy; Teaching Kinyarwanda; Teaching English; Teaching Discovery of the world; Teaching Physical Development and Health; Teaching Creative Arts and Culture; Teaching Social and Emotional Skills; Competence-based Assessment and Micro Teaching.

4.1.2 Key components

Unit 1. UNDERSTANDING THE PRE-PRIMARY SYLLABUS

This component introduces you to Teaching Methods and Practise at pre-primary level. It highlights reasons for studying pre-primary TMP, Key concepts related to ECD/ECE, importance of early interventions and Rwanda's ECD policy are discussed, components of pre-primary syllabus and Six learning areas for pre-primary.

Unit 2. TEACHING AND LEARNING APPROACHES IN PRE-PRIMARY

This component embraces different teaching approaches that are used in teaching in pre-primary schools. These include but are not limited to Holistic approach, Contextualized learning,

Multi-sensory approach, Play-based learning approach, and Thematic and integrated approach.

Unit 3. METHODS OF TEACHING NUMERACY IN PRE-PRIMARY

Numeracy in pre-primary is far more than just learning how to count and recognize numbers; rather, it is early mathematics. This component, therefore, touches all aspects of mathematics and how they are developed best in young children. Mathematical aspects tackled in this unit are the following: number concepts, Numeral recognition, teaching and learning numbers, learning measurement at an early age, learning shapes and directions at an early age, learning patterns at an early age. All these aspects are very important to enhance children's mathematical concepts.

Unit 4. UBURYO BWO GUFASHA ABANA MU ITERAMBERE RY'URURIMI RW'IKINYARWANDA MU MASHURI Y'INSHUKE.

Iki gice gigaragaramo ibikorwa by'ingenzi bikurikira: Ibikorwa bitoza umwana gutega amatwi no kuvuga, Uburyo bwo gutoza umwana gutega amatwi, kuvuga neza no kunguka amagambo mashya, Inama ku buryo bwo gusomera abana inkuru, Intambwe zo gusomera abana inkuru ndende iri mu bitabo by'inkuru, Kwigisha gusobanukirwa amajwi n'amagambo, Kwigisha ibiri mu bitabo n'inyandiko, no Kwigisha itonde ry'inyuguti z'Ikinyarwanda.

Unit 5. TEACHING ENGLISH LANGUAGE IN PRE-PRIMARY

A second language is easily acquired when it is done in a natural way and it goes through five stages: silent/receptive, early production, speech emergence, intermediate fluency and continued language development/advanced fluency. In any case, the role of the mother tongue in second language acquisition remains of paramount importance. Self-talk and Parallel talk are the two specific strategies teachers can use to ease the second language acquisition in their classes.

Unit 6. TEACHING DISCOVERY OF THE WORLD (SOCIAL STUDIES AND SCIENCES) IN PRE-PRIMARY

Discovery of the World in pre-primary is early science and social studies. It is linked to the themes reflected by the daily schedule. Its emphasis is put on helping children satisfy their natural curiosity as they gain an understanding about the people, places, plants, animals, physical features and technological objects in their surrounding environment. Therefore, this part takes both perspectives: Discovery of the world in social studies context and Discovery of the world in science context.

Unit 7. TEACHING PHYSICAL DEVELOPMENT AND HEALTH

Physical development and health in pre-primary are much more than sports. It contributes to young children's control and body coordination development. This part concerns Physical development as one domain of child development

and learning about health and self-care as a contributor to holistic development of children.

Unit 8. TEACHING CREATIVE ARTS AND CULTURE:

Creative arts and culture in pre-primary should be integrated into many daily activities to make the children happy and keep learning fun. It is subdivided into: Teaching visual art and Teaching music, dance, and culture.

Unit 9. TEACHING SOCIAL AND EMOTIONAL SKILLS

Social and emotional development in pre-primary is widely recognized as beneficial to young children. This part of the module provides hints on how social emotional domain is developed in young children. It discusses Social and emotional milestones for pre-primary age children and critical social and emotional skills.

Unit 10. COMPETENCY BASED ASSESSMENT IN PRE-PRIMARY

Assessment of young children is very crucial because it allows them to collect necessary information to make important decisions about their development so as to cater for their educational needs. This part discusses the importance and principles of assessment, considerations when discussing a child's progress with parents, as well as the assessment methods in pre-primary.

Unit 11. MICRO TEACHING

Before the real teaching practice in a real class, the student-teacher does teaching simulation among a small group of colleagues. This is termed as “Micro-teaching”. Micro teaching allows the student teacher to practise educational theories learnt in a risk-free environment and to become more self-confident.

4.1.3. Classroom implications

This module equips you with required approaches, methods, techniques, and strategies to handle effectively different learning domains in pre-primary. It also provides hints for appropriate child assessment.

4.1.4. Questions for reflection

1. Name at least 3 specific approaches and give examples of what these approaches look like in the pre-primary classroom.
2. In the mathematics corner, set up 5 measurement stations (length, weight, capacity, time, and money), using appropriate resources. Simulate the activities children could do in those stations.
3. Ni izihe ntambwe z’ingengezi zikurikizwa mu kwigisha inyuguti mu mashuri y’inshuke, ni ibihe bikorwa by’ingenzi biri bijyana na buri ntambwe?
4. As a teacher in pre-primary, propose possible activities that can promote scientific thinking in children.

5. Sort and classify the following list of skills as either gross or fine motor. Walking, feeding myself with a spoon, stringing beads, jumping, climbing stairs, cutting with scissors, throwing a ball, modelling with clay, stacking blocks, drawing with pencil, riding a bicycle, opening a bottle.
6. Describe a music, dance and culture activity that you could lead with pre-primary learners. Then justify how the activity does each of the following:
 - a. Engages the brain.
 - b. Promotes communication skills.
 - c. Allows children to express themselves.
 - d. Builds physical skills.
 - e. Contributes to creativity and imagination.
7. Propose five social and emotional skills that preschoolers develop from the game “Simon says”.

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4.2. Social Studies Teaching Methods and Practice

4.2.1. Introduction

This Module of Social Studies Teaching methods and Practice in Primary School is composed of four units, namely: Social Studies teaching methods and practice, Religious Studies teaching methods and practice, Music teaching methods and practice and Fine Arts and Crafts teaching methods and practice. It equips you with knowledge and skills of handling social studies class.

4.2.2. Key components

In this part, you learn various components and perform the application activities related to each component. These activities are designed to facilitate your learning and put them into practice in the classroom for student learning and improved outcomes for the provision of quality of Education.

Unit 1. Social Studies teaching methods and practice in primary schools: this section includes teaching and learning Social Studies, teaching methods in Primary School, teaching and learning resources in Social Studies lessons, principles and guidelines of teaching social studies lessons, teaching observational lessons in social studies, teaching non-observational lessons in Social Studies, writing a social studies lesson plan, lessons related to genocide studies and micro-teaching techniques in Social Studies.

Unit 2. Religious Studies teaching methods and practice:

this part includes teaching Religious Studies to primary school, developing generic competences and addressing cross cutting issues related to Religious Studies lessons, teaching and learning resources in Religious Education, principles and approaches of teaching and learning Religious Studies and teaching religious studies lessons.

Unit 3. Music Teaching Methods and practice in Primary Schools:

this section includes teaching Music subject in Primary School, teaching and learning resources for music lessons, principles, and methods for teaching music in Primary School, composition of a song and writing a lesson plan for teaching music and micro-teaching.

Unit 4. Fine Art and Craft teaching methods and practice:

this section includes introduction to teaching Fine Art and Crafts subject at Primary school, teaching and learning resources used to teach Fine Arts and Crafts, General Principles/Methods of Teaching Fine Art and Crafts Subject, developing generic competences and addressing cross cutting issues in teaching fine arts and crafts and teaching a lesson of Letter Styles, Illustrations and Colours.

4.2.3. Classroom implications

This module equips you with appropriate methods, techniques, and strategies for effective teaching and learning of Social Studies at Primary School level.

4.2.4. Questions for reflection on this module

1. Consider that you are going to teach a lesson called: **“Causes of Population Growth”**.
 - a) Explain how you will introduce the lesson.
 - b) Identify teaching and learning resources to be used in this lesson.
 - c) Suggest strategies and techniques to be used when delivering this lesson.
2. What is the difference between observation and non-observation lessons in teaching and learning Social Studies?
3. Kaliza is a religious studies teacher in Ubwiza Catholic Primary School. Today, she has planned to teach Christianity and persecution. In her class, she has a Muslim, protestant, Catholic and Seventh day Adventist pupils.
 - a) Advise her on the principles she can use to deliver this religious studies lesson.
 - b) Explain the teaching and learning approaches used in that lesson.
 - c) Identify and classify the resources used in that lesson.
 - d) Will you need the intervention of a resource person, who and why?

4.

- i. Read and analyse the following song and answer the questions about it.

HAPPY BIRTHDAY

Hap py birth - day to you hap - py birth - day to you hap - py
birth - day dear NAME hap - py birth - day to you

- ii. Make a lesson plan that demonstrates how you can teach this lesson.

5.

Observe the following drawings before providing the answers.



- i) Describe the materials that were used to draw the images above.
- ii) Discuss the elements and principles of art that were applied to make the drawings above.
- iii) Give different types of lines used to make them.

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4c: Languages Teaching Methods and Practice

4.3. Introduction to the module

The Language Teaching Methods and Practice is composed of three parts: Kinyarwanda, English and French. The module develops pedagogical guidance of modelling language skills in the classroom namely listening, speaking, reading and writing along with grammar in three languages. It also summarises the guidance on how to make language teaching and learning materials.

4.3.2. KEY COMPONENTS

Each unit in this module contains the learning and application activities that a trainee should complete in order to apply the knowledge in his/her daily teaching. At the end of each unit, there is an assessment to see whether the target competences have been attained.

PART I: ENGLISH TEACHING METHODS AND PRACTICE

Introduction to primary English language syllabus:

English is one of the core subjects taught in primary schools. This unit helps the trainee to deeply understand the primary English syllabus. It contains the following sections: Rationale for teaching English in Rwanda primary schools which tackles on the importance of teaching English Languages, The structure of the English syllabus for primary schools in Rwanda whereby the definition of the syllabus and its components will be focused on.

English language teaching and learning resources:

Resources are all of the materials in our environment that is technologically accessible, economically possible, and culturally sustainable, and that enables us to teach and learn in an easy way. This unit emphasises on the major types of English learning materials which are: Print materials, Non print materials, Multimedia materials. Furthermore, the usage of realia to teach/learn English and its importance were discussed.

General principles and methods of teaching and learning the English language:

When teaching English as well as other subjects, we use different fundamental laws of learning, ideas or theories which are applied to language teaching, ways of teaching and personal ways of teaching. The unit describes language teaching principles (Initial preparation, Learner age and

language level appropriateness, Gradation, Proportion of different aspects of a course, Concreteness, Interest, and Multiple lines of principles.) And the importance of principles and procedures of language teaching methods. Also, it recalls the commonly used methods in English language teaching (eg: Storytelling, group work, conversations, questioning and interviews, etc.)

Teaching listening and speaking lessons:

Language teaching and learning entails teaching four language skills. This unity puts emphasis on objectives of teaching listening and speaking skills, strategies used for maximum pupils' oral development, Activities to develop learners' listening and speaking skills, The key techniques enhancing learners' listening and speaking along with Speaking lesson stages.

Teaching Reading:

Reading is the cornerstone for all learning. The unit discusses the topics related to reading lessons, Five components developed in reading lessons at the primary school level, Strategies to improve reading fluency, Instructional practices in reading lessons where the Steps followed while teaching reading lessons were highlighted. Moreover, it gives the definition and advantage for print rich classrooms.

Teaching writing lesson:

Writing is drawing or marking (symbols, words, etc) on a surface, usually paper, with a pen, pencil, or other instrument.

This unit contains recall on topics related to writing lessons, techniques used while teaching writing skills and different steps followed while teaching writing about different topics.

Teaching lessons of grammar:

Among different definitions of grammar, the simplest states that grammar¹ is the rules of a language governing the sounds, words, sentences, and other elements, as well as their combination and interpretation. In this unit, different topics explain more about Teaching grammar and Techniques of teaching grammar.

PARTIE II: MÉTHODOLOGIE DE L'ENSEIGNEMENT-APPRENTISSAGE DU FRANÇAIS LANGUE ÉTRANGÈRE POUR L'ÉCOLE PRIMAIRE AU RWANDA

La deuxième partie de ce module compte deux unités seulement.

La première intitulée Compréhension du programme de français de l'école primaire porte sur le bien-fondé de l'enseignement-apprentissage du français à l'école primaire rwandaise, l'importance des compétences acquises dans la vie de tous les jours et sur la structure et la fonction de chaque composante du programme de français.

La seconde unité intitulée Démarches méthodologiques de l'enseignement/ apprentissage du français à l'école primaire aborde différentes étapes de l'enseignement-apprentissage des quatre activités communicatives langagières ainsi que les étapes de l'enseignement-apprentissage des mécanismes de la langue.

IGICE CYA III: IYIGAYIGISHA RY'IKINYARWANDA

Iki gice kigizwe n'imitwe cumi n'itatu. Buri mutwe ukubiyemo imyitozo inyuranye uhugurwa asabwa gukora kugirango agere ku bushobozi bw'ingenzi bugamijwe kuri buri mutwe.

Imikoreshereze y'integanyanyigisho y'ikinyarwanda mu mashuri abanza:

Isomo ry'Ikinyarwanda ryigwa mu byiciro byose by'amashuri abanza. Ni ku bw'iyi mpamvu abahugurwa bagomba gusobanukirwa n'integanyanyigisho y'Ikinyarwanda ikoresheya muri ayo mashuri. Uyu mutwe ukubiyemo amasomo akurikira: Akamaro k'ururimi rw'Ikinyarwanda, Inshamake ku nteganyanyigisho y'Ikinyarwanda, Igisobanuro k'integanyanyigisho, Ibyigwa biri mu nteganyanyigisho y'Ikinyarwanda mu mashuri abanza

Imfashanyigisho zikenewe mu kwigisha Ikinyarwanda:

Imfashanyigisho ni ibintu bitandukanye umwarimu yifashisha kugira ngo isomo yigisha rirusheho kumvikana no gusobanuka neza, bigafasha umunyeshuri gusobanukirwa no gucengerwa n'ibyo yigishwa. Uyu mutwe ukubiyemo amasomo akurikira: Igisobanuro k'imfashanyigisho, akamaro n'amoko yazo ndetse n'ibitabo byifashishwa mu gutegura no kwigisha Ikinyarwanda.

Inama, amahame, amahange n'inzira byo kwigisha ururimi kavukire:

Mu kwigisha amasomo muri rusange ndetse n'Ikinyarwanda by'umwihariko, umwarimu akurikiza ibintu bitandukanye:

Uyu mutwe ukubiyemo amasomo akurikira : ibisobanuro by'inama, amahame n'amahange byo kwigisha ururimi kavukire;inzira zo kwigisha ururimi; Uburyo bwo kwigisha bwa "ndatanga urugero, dukorane twese, buri wese akore", inkingi zo kwigisha gusoma no kwandika (itahuramajwi, ihuzamajwi, inyunguramagambo, gusoma udategwa no kumva umwandiko), ndetse n'ubushobozi umunyeshuri utangiyeye amashuri abanza aba afite mu rurimi kavukire.

Imyigishirize yo gusoma no kwandika inyajwi:

Gusoma no kwandika ni inkingi z'indatana kuko uwandika yandika kugira ngo ibyo yandika bisomwe, kandi n'ibyo yandika abe abisoma mu bwenge bwe. Uyu mutwe ukubiyemo amasomo akurikira: gusoma no kwandika (igisobanuro cyo gusoma no kwandika,ubumenyi bw'ibanze mu gusoma no kwandika),Imyigishirize y'inyajwi, ingingo n' ubushobozi nsanganyamasomo ziteganyijwe mu nteganyanyigisho, amoko y'amasuzuma akoreshwa mu myigire n'imyigishirize yo gusoma no kwandika ndetse n'umuteguro w'isomo.

Imyigishirize yo gusoma no kwandika ingombajwi n'ibihekane.

Gusoma ni ugutahura amagambo yanditse ugasobanukirwa ubutumwa buyakubiyemo. Kwandika byo ni ubushobozi bwo gushushanya ibimenyetso by'amajwi byumvikanyweho n'abenerurimi kugira ngo hatangwe ubutumwa runaka. Uyu mutwe ukubiyemo amasomo akurikira : imyigishirize y'ingombajwi n'ibihekane (mu mwaka wa mbere, uwa

kabiri n’uwa gatatu), uko amasomo akurikirana muri buri mwaka, kwigisha itahuramajwi, kwigisha ihuzamajwi no kwigisha kwandika.

Imyigishirize y’imyandiko n’inyunguramagambo:

Iyigamwandiko ryiga kandi rigasesengura imyandiko. Ryungura imvugo n’imyandikire by’umunyeshuri; aravuga, agasoma, akanandika. Si ugupfa gusoma gusa ahubwo iyigamwandiko rigomba kugusha buri gihe ku iyungurabumenyi. Uyu mutwe ukubiyemo amasomo akurikira : Imyigishirize y’imyandiko n’akamaro ko kuyigisha, ibice by’imyigishirize y’imyandiko mu kicro cya kabiri cy’amashuri abanza, kwigisha gusoma udategwa no kwigisha umva umwandiko.

Imyigishirize y’icyandikwa :

Icyandikwa ni umwitozo wo gutahura no kwandika amajwi avuzwe. Utanga icyandikwa abwira uwandika amuteze amatwi neza nyuma akamusaba kwandika ibyo amubwira akurikije uko yabyumvise. uyu mutwe ukubiyemo amasomo akurikira : imyigishirize y’icyandikwa (akamaro, intambwe zikurikizwa mu kwigisha isomo ry’icyandikwa, uburyo bwo gukosora icyandikwa n’ uko amanota atangwa.

Imyigishirize y’ikibonezamvugo:

Ikibonezamvugo ni igice k’iyigandimi kigisha amategeko y’ururimi n’imiterere yarwo. Uyu mutwe ukubiyemo intambwe zikurikizwa mu kwigisha ikibonezamvugo, aho ikibonezamvugo kigishwa mu mashuri abanza, intambwe zikurikizwa mu kwigisha ikibonezamvugo ,intambwe

zikurikizwa mu kwigisha isomo ku nteruro nyobyamvugo n'interuro mbonezamvugo n'intambwe zubahirizwa mu kwigisha isomo ryo gutondeka amagambo ugakora interuro.

Imyigishirize y'uturingushyo, imivugo, amagorane, ibisakuzo, imigani migufi, impuzanyito, imvugwakimwe n'imbusane:

Mu myigishirize y'Ikinyarwanda umwarimu agerageza gutoza abanyeshuri kuvuga bashize amanga. **uyu mutwe ukubiyemo amasomo akurikira: inshoza** y'uturingushyo, imivugo, amagorane n'intambwe zikurikizwa mu kubyigisha, inshoza y'ibisakuzo n'imigani migufi n'intambwe zikurikizwa mu kubyigisha, inshoza y' impuzanyito, imvugwakimwe n'imbusane n'intambwe zikurikizwa mu kubyigisha.

Imyigishirize y' indirimbo n'ikinamico :

Indirimbo ni igihanganano cy'ubuvanganzo kigizwe n'amagambo anyuzwa mu majwi ya muzika ku buryo buryoheye amatwi, hagamijwe gutanga ubutumwa, kwidagadura no gushimisha abantu. Uyu mutwe ukubiyemo amasomo akurikira: inshoza y'indirimbo n'intambwe zikurikizwa mu kwigisha indirimbo, imyigishirize y'ikinamico (inshoza n'intambwe zikurikizwa, aho ikinamico itandukaniye n'indi myandiko).

Imyigishirize y'inyandiko zitandukanye:

Ibaruwa ni urupapuro rwanditseho ubutumwa umuntu yoherereza undi batari kumwe. Umwirondoro ni inyandiko igaragaza amakuru yose yerekeye ku muntu. Amatangazo ni inyandiko ngufi ziba zigamije kugira ubutumwa zitanga

ku bo zandikiwe cyangwa zitangarizwa. Uyu mutwe ukubiyemo inyandiko zigishwa mu mashuri abanza (ibaruwa, umwirondoro n’amatangazo) n’intambwe zikurikizwa mu kwigisha izo nyandiko.

Imyigishirize y’ ikiganiro mpaka n’amasomo yo kungurana ibitekerezo:

Gutanga ibitekerezo uba ugamije kuvuga uko ubona ibintu mu buryo bwo kunganirana no gufashanya. uyu mutwe ukubiyemo amasomo akurikira: imyigishirize y’ ikiganiro mpaka (inshoza, n’intambwe zikurikizwa mu kwigisha ikiganiro mpaka), imyigishirize y’amasomo yo kungurana ibitekerezo (inshoza, n’intambwe zikurikizwa mu isomo ryo gutanga ibitekerezo).

Imyigishirize y’ihinamwandiko n’ihangamwandiko.

Umwandiko ni urukurikirane rw’interuro zikubiyemo ibitekerezo cyangwa ubutumwa umuntu atanga yandika. uyu mutwe ukubiyemo amasomo akurikira: inshoza y’ihinamwandiko n’intambwe zikurikizwa mu kwigisha ihinamwandiko , amasomo yo kwigisha ihinamwandiko mu mashuri abanza, imyigishirize y’ihangamwandiko (inshoza n’intambwe zikurikizwa mu kwigisha ihangamwandiko).

4.3.3 Classroom implications

This module will help you develop a better understanding of language teaching methodology and practice. Be it in Kinyarwanda, French or English. The trainee's guide details the units outlined in this handbook, and you will need to explore them for you to get acquainted with steps to teach language lessons.

4.3.4 Questions for reflection

Part one: English

1. Discuss the structure of a competence-based English syllabus.
2. Describe the resources that can be used to teach English in primary schools.
3. Choose some topics in your grade of teaching. Use the methods you have learnt in this section to develop the activities you can teach in your class.
4. Using a lesson plan format acquired in general pedagogy; prepare active listening and speaking activities.
5. Discuss the strategies of teaching reading.
6. Explain the importance of writing activities in primary schools
7. Select some writing lessons in your grade level. Prepare lesson plans and demonstrate how you can teach them.

Part two: French

1. Expliquer les composantes du programme de français à l'école primaire.
2. Quels sont les critères que vous privilégieriez lors du choix du matériel didactique?

Igice cya III: Iyigayigisha ry'Ikinyarwanda

Ibibazo bigufasha gutekereza

1. Iyigayigisha ry'Ikinyarwanda rigizwe n'imitwe ingahe? Ni iyihe?
2. Ifashishe igitabo cy'uhugura n' ibitabo byifashishwa mu kwigisha Ikinyarwanda mu mashuri abanza utegure amasomo atanu wihitiyemo maze uyigishe bagenzi bawe mu ishuri.

References

REB (2018). Iyigayigisha ry'Ikinyarwanda Igitabo cy'umunyeshuri wiga mu ishuri nderabarezi wimenyereza kwigisha Ikinyarwanda mu mashuri abanza Ishami ry'indimi n'uburezi & Uburezi bw'inshuke n'ikicro cya mbere cy'amashuri abanza REB/MINEDUC, Kigali.

REB (2015). Competence-Based Curriculum. Framework from pre-primary to upper secondary. Kigali: MINEDUC/REB

REB (2018). Iyigayigisha ry'Ikinyarwanda Igitabo cy'umunyeshuri wiga mu ishuri nderabarezi wimenyereza kwigisha Ikinyarwanda mu mashuri abanza Ishami ry'indimi n'uburezi & Uburezi bw'inshuke n'ikicro cya mbere cy'amashuri abanza REB/MINEDUC, Kigali.

REB (2015). Competence-Based Curriculum. Framework from pre-primary to upper secondary. Kigali: MINEDUC/REB

4.4. Mathematics and Sciences Teaching Methods and Practice

4.4.1 Introduction

This module has an objective of equipping teacher-trainees with the required pedagogical competencies to effectively teach Mathematics, Science and Elementary Technology as well as Physical Education and Sports in primary schools of Rwanda. These competences include: Lesson planning; The production and use of teaching and learning resources; Lesson delivery; Classroom organisation and management; The use of active teaching methods; The use of techniques and strategies of teaching; Applying assessment principles; Providing guidance and counselling; Using assessment results to improve learning; and the integration of ICT in teaching and learning processes.

4.4.2 Key components

In this module, you are required to engage with various components and perform the related application activities designed to facilitate your learning and stimulate your effort to enhance your classroom practice for improved student learning outcomes.

Unit 1. Teaching Methods and Practice for Mathematics

In this component you will learn the following sections: Introduction to Teaching Mathematics in Primary Schools; Teaching and Learning Resources for Mathematics Lessons; Principles and Methods of Teaching Mathematics: Numbers

and operations; Fractions, decimals and proportional reasoning; Metric measurements; Algebra; Geometry; Statistics and Elementary Probability as well as solving real life word problems; and Effective Lesson Preparation.

Unit 2. Teaching Methods and Practice for Science and Elementary Technology

In this component the following sections are of great importance for your learning: Introduction to Teaching Science and Elementary Technology; Teaching and learning resources for Science and Elementary Technology (SET); Theory Based Lessons in Primary Schools; Practical Based Lessons in Primary Schools; Observation Based Lessons in Primary Schools; Experimental Based lessons; AbiWord; Gnumeric Spreadsheet; Programming using Turtle, Scratch, and E-toys; Email and Computer Research; Theory-based SET/ICT lessons; Conducting practical based ICT lessons; and Effective Lesson Preparation.

Unit 3. Teaching Methods and Practice for Physical Education and Sports

This component involves the following sections: Introduction to Physical Education and Sports in Primary Schools; Teaching and Learning Resources for Physical Education and Sports for Primary Schools; Technological Instructional Tools for Physical Education and Sports; Criteria for Selecting Activity, Directing PES exercises, Types of Commandments and General principles of Teaching Physical Education and Sports; Effective

Lesson Preparation and Delivery of Physical Education and Sports; and Lessons of Specific Sports.

4.4.3 Classroom implications

This module helps you to use competencies and skills acquired to improve students' learning and performance in Mathematics, Science and Elementary Technology, and Physical Education and Sports.

4.4.4 Questions for reflection

1. After learning this module, how are you going to improve in your teaching of Mathematics in your class?
2. Briefly discuss the differences and similarities of teaching Theory Based Lessons; Practical Based Lessons; Observation Based Lessons; and Experimental Based lessons in SET Primary Schools curriculum.
3. Explain how skills acquired in this module will help you to effectively teach athletics, gymnastics, football, basketball, handball and volleyball games.

References

- REB (2020). Teaching Methods and Practice for Mathematics in primary schools. Kigali: REB
- REB (2015). Integanyanyigisho y'Ubumenyi n'Ikoranabuhanga Riciriritse, Ikiciro cya mbere cy'Amashuri Abanza. Kigali: REB
- REB (2015). Science and Elementary Technology Syllabus for upper primary. Kigali: REB
- REB (2019). Teaching Methods and Practice syllabus for TTC. Kigali: REB
- REB (2020). Physical Education and Sports Teaching Methods and Practice for TTCs. Kigali: