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Dr Lyabwene M. Mtahabwa
Commissioner for Education

TEACHER EDUCATION CURRICULUM FOR DIPLOMA IN SPECIAL EDUCATION

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Abbreviations and Acronyms

TSL	Tanzanian Sign Language
ICT	Information and Communications Technology
TIE	Tanzania Institute of Education
MoEST	Ministry of Education, Science and Technology

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Dr Aneth A. Komba

Director General

Tanzania Institute of Education

Preface

The Curriculum for Special Education has been developed in accordance with the Education and Training Policy of 2014, 2023 Edition, stakeholder feedback collected and processed from 2021 to 2022, and the analysis of documents regarding experiences from other countries. Furthermore, this curriculum adheres to the educational vision, which aims to prepare an educated Tanzanian with knowledge, skills, and positive perspectives, valuing equality, justice, and lifelong education for sustainable national and international development. Additionally, this curriculum observes the main objectives of education, as well as the specific objectives of Teacher education in Tanzania.

Based on these considerations, the curriculum sets standards for the delivery of special education at Diploma level, outlining the competences, knowledge, skills, and attitudes that students will develop, general competence, key learning areas, main and specific competences, as well as teaching and learning techniques. Additionally, the curriculum has specified the duration for implementation, language of teaching and learning, teaching and learning resources, and the methods to be used in assessing a student teacher while considering the development of competences. Moreover, the curriculum identifies the professional and academic qualifications expected of teachers, who are the main implementers of the curriculum at the college level.

Along with various policy statements and national, regional, and international guidelines, this curriculum has considered the theories of learning and the Philosophy of Education for Self-Reliance. This philosophy emphasises the provision of education that enables Tanzanians to be self-reliant and manage their daily lives. It is my expectation that through this curriculum, the tutor will empower the learner and student teacher to develop the intended competence. Additionally, all curriculum implementation supervisors and other education stakeholders in the country will ensure that the education provided meets nationally, regionally, and internationally accepted standards of quality.



Dr Lyabwene M. Mtahabwa
Commissioner for Education

Part One

Introduction

1.1 Background

Experiences from various countries have shown that the development of a strong education system largely depends on the quality of its teachers. Emphasising the importance of education, the Father of the Nation, Mwalimu Julius Kambarage Nyerere said, "Any education policy, however good it may be, cannot succeed without having teachers who have been well prepared" (Nyerere, 1988). Mwalimu further emphasised that teachers are the ones who have been charged with the responsibility of building the nation with right ideas and perspectives through the transmission of skills and morals to new generations. That being the case, it is obvious that for any changes in policy, curriculum, and education systems to be effective, teachers must be prepared well. Moreover, it is obvious that, for curricula to be effectively implemented, there must be a sufficient number of teachers with the right skills, ethics, and motivation.

In view of the above, the Government has revised the Curriculum for Diploma in Special Education to enable the teacher to match the changes in the Primary Education Curriculum which aim at facilitating learning among pupils in order to attain the set objectives. Moreover, changes in teacher training will help to attain the objectives of education stated in the Jomtien World Declaration on Education for All, 1990, the 2000 Dakar Framework for Action, Sustainable Development Goal 4, and the Incheon Declaration of 2015.

Also, the 2014 Education and Training Policy, the 2023 Edition emphasises the availability of skilled teachers who will enable students to develop the competences of self-reliance, love for work, study skills, and positive attitude towards bringing economic, social, and political changes. Similarly, the philosophy of Education for Self-Reliance which was founded in 1967 by the Father of the Nation, Mwalimu Julius Kambarage Nyerere emphasises the provision of education that enables a Tanzanian citizen to be self-reliant and who can manage daily life.

Considering these declarations, policies, philosophies and stakeholders' views, this curriculum has been prepared to equip the teacher with knowledge, skills, and positive attitudes towards contributing to National development while considering advances in science and technology, and the 21st Century needs.

Also, this curriculum aims at equipping teachers with skills that will enable them to be independent and to effectively utilise the opportunities available in the country that will enable them to control their daily life, employ themselves or be employed. Furthermore, this curriculum meets the needs for developing competences that constitute the ability to communicate, collaborate, think critically, and use technical skills, life skills and ICT skills to solve economic and social problems.

1.2 Structure of Teacher Education in Special Education

As directed by the Education and Training Policy of 2014, Edition of the Year 2023, the teaching programme for Diploma in Special Education will be two (2) years long and will involve graduates who have completed Form Six and will enroll in the Diploma in Special Education. Also, teachers who are graduates in Pre- Primary, Primary and Special Education Certificate will be allowed to join this program for a duration of two years.

The student teacher will study teaching and learning methods for special education, where they will choose only two among teaching and learning methods for visual impairment, hearing impairment, deaf-blindness, autism, or intellectual impairment. Additionally, the student teacher will study specialized subjects that include Educational Philosophy and Ethics, Educational Psychology and Sociology, Curriculum and Teaching, Assessment and Evaluation, and Teaching Practice. Furthermore, the trainee will study general subjects, which are Inclusive Education and Professional Communication for Teachers. Additionally, the trainee will select one subject on teaching and learning methods from the Curriculum for the Diploma Programme in Early Childhood Education and Primary Education. These training programmes aim to prepare student teachers who will teach students with special needs. The eligibility criteria for enrollment in the training and other procedures for the delivery and management of these training programmes will be provided by the responsible ministry in collaboration with relevant institutions.

Part Two

Vision, Objectives and Competences

This curriculum has considered the vision of education, the main objectives of education in Tanzania, the objectives of teacher education, and the expected competences to be developed in a student teacher.

2.1 Vision

To have an educated and knowledgeable Tanzanian with skills and positive perspectives, who values equality, justice, and lifelong education in bringing about sustainable national and international development.

2.2 The Main Objectives of Education in Tanzania

The main objectives of providing education in Tanzania are to enable every Tanzanian to:

(a) Develop and improve his or her personality so that he or she values himself or herself and develops self-confidence;

(b) Respect the culture, traditions and customs of Tanzania; cultural differences; dignity; human rights; attitudes and inclusive actions;

(c) Advance knowledge and apply science and technology, creativity, critical thinking, innovation, cooperation, communication and positive attitudes for his or her development and for the sustainable development of the nation and the world at large;

(d) Understand and protect national virtues, including dignity, patriotism, integrity, unity, transparency, honesty, accountability and the national language;

(e) Develop life and work-related skills to increase efficiency in everyday life;

(f) Develop a habit of loving and valuing work to increase productivity and efficiency in production and service provision;

(g) Identify and consider cross-cutting issues, including the health and well-being of the society, gender equality, as well as the management and sustainable conservation of the environment; and

(h) Develop national and international cooperation, peace and justice in accordance with the Constitution of the United Republic of Tanzania and international conventions.

2.3 The Objectives of Teacher Education

2.3.1 The Main Objective of Teacher Education

To prepare a professional and competent teacher capable of facilitating teaching and learning that aligns with scientific, technological, and social changes in order to develop a knowledgeable Tanzanian with skills and positive perspectives, who values equality, justice, and lifelong education.

2.3.2 The Specific Objectives of Teacher Education

The specific objectives of Teacher Education are to enable the student teacher to:

(a) Develop theoretical understanding of teacher education, ethics of the teaching profession, life ethics and teaching foundations;

(b) Develop competence in teaching and learning methods;

(c) Develop competence in assessment and evaluation methods;, based on the concept of competence development;

(d) Develop innovation and creativity in teaching and learning, considering pupil's needs;

(e) Apply ICT and assistive technologies in teaching and learning;

(f) Develop skills of early identification for pupils with special needs and provide appropriate interventions;

(g) Strengthen the use of language in teaching and learning; and

(h) Develop skills that focus on improving teaching, learning, and assessment (i.e. classroom-based action research).

2.4 General competences of the Diploma in Special Education

The Curriculum for Diploma in Special Education focuses on enabling the student teacher to:

(a) Apply teaching theories and foundations in teaching and learning;

(b) Master teaching and learning methods;

(c) Master the methods for assessment and evaluation based on competence development;

(d) Master the methods for innovation and creativity in teaching and learning, based on pupils' needs;

(e) Use ICT and assistive technology in teaching and learning;

(f) Identify a pupils with special needs and provide appropriate intervention;

(g) Use the relevant language appropriate in teaching and learning;

(h) Apply leadership skills in academics; and

(i) Demonstrate mastery of the skills for improving teaching, learning, and assessment (i.e. classroom-based action research).

Part Three

Curriculum Contents

This part outlines the learning areas, subjects, main competence, and specific competences for the Diploma in Special Education as have been described in Tables 3.1 and 3.2.

Table 3.1: *Learning Areas, Main Competence and Specific Competence for Primary Education and Special Education*

Learning Areas	Subjects	Main Competences	Specific Competences
Theoretical Foundations	1. Educational Philosophy and Ethics	1.1 Demonstrate mastery of the philosophy and education and ethics	1.1.1 Analyse the philosophy and foundations of education 1.1.2 Assess the progress of special education worldwide 1.1.3 Demonstrated mastery of the ethics, responsibilities, and rights of the special education teacher
	2. Educational Psychology and Sociology	2.1 Demonstrate mastery of the educational psychology in teaching and learning	2.1.1 Demonstrate mastery of the foundations of educational psychology 2.1.2 Analyse the stages of growth and child development in learning 2.1.3 Demonstrate mastery of the theories and principles of learning

Learning Areas	Subjects	Main Competences	Specific Competences
			2.1.4 Demonstrate mastery of the skills for guidance and counseling pupils
		2.2 Demonstrate mastery of sociology of education in teaching and learning	2.2.1 Demonstrate mastery of the foundations of educational sociology 2.2.2 Analyse social issues that affect child care and learning
	3. Curriculum and Teaching	3.1 Demonstrate mastery of the Primary Education Curriculum	3.1.1 Analyse the Primary Education Curriculum and its supportive tool 3.1.2 Analyse cross-cutting issues in the curriculum 3.1.3 Interpret the curriculum into the teaching and learning process

Learning Areas	Subjects	Main Competences	Specific Competences
	4. Assessment and Evaluation	4.1. Demonstrate mastery of the principles of assessment and evaluation in special education	4.1.1 Analyse assessment and evaluation method in special education, based on the competence development 4.1.2 Demonstrate mastery of the methods for preparing assessment tools for assessing learning process in special education, based on competence development
		4.2 Use assessment results to evaluate students' progress	4.2.1 Demonstrate mastery of the methods of providing appropriate interventions to enhance teaching and learning.

Learning Areas	Subjects	Main Competences	Specific Competences
Teaching and Learning Methods	5. Methods of Teaching and Learning in Special Education	5.1 Develop mastery of teaching and learning methods for a pupil with visual impairment	5.1.1 Analyse various teaching and learning methods for a pupil with visual impairment. 5.1.2 Demonstrate mastery of methods for teaching and learning reading skills for a pupil with visual impairment 5.1.3 Demonstrate mastery of methods for teaching and learning writing skills to a pupil with visual impairment. 5.1.4 Demonstrate mastery of methods for teaching and learning mathematics skills to a pupil with visual impairment 5.1.5 Demonstrate mastery of methods for teaching and learning orientation and mobility training to a pupil with visual impairment 5.1.6 Demonstrate mastery of methods for teaching and learning outside the classroom for pupil with visual impairment

Learning Areas	Subjects	Main Competences	Specific Competences
		5.2 Demonstrate mastery of teaching and learning methods for a pupil with deaf-blindness	5.2.1 Analyse various teaching and learning methods for a pupil with deaf-blindness 5.2.2 Demonstrate mastery of methods for teaching and learning reading skills to a pupil with deaf-blindness 5.2.3 Demonstrate mastery of methods for teaching and learning writing skills to a pupil with deaf-blindness 5.2.4 Demonstrate mastery of methods for teaching and learning mathematical skills to a pupil with deaf-blindness 5.2.5 Demonstrate mastery of methods for teaching and learning orientation and mobility training to a pupil with deaf-blindness 5.2.6 Demonstrate mastery of methods for teaching and learning outside the classroom for pupil with deaf-blindness

Learning Areas	Subjects	Main Competences	Specific Competences
		5.3 Demonstrate mastery of teaching and learning methods for a pupil with hearing impairment	5.3.1 Analyse various teaching and learning methods for a pupil with hearing impairment 5.3.2 Demonstrate mastery of methods for teaching and learning reading skills to a pupil with hearing impairment 5.3.3 Demonstrate mastery of methods for teaching and learning writing skills to a pupil with hearing impairment 5.3.4 Demonstrate mastery of methods for teaching and learning outside the classroom for pupil with hearing impairment
		5.4 Demonstrate mastery of teaching and learning methods for a pupil with autism	5.4.1 Analyse various teaching and learning methods for a student with autism 5.4.2 Demonstrate mastery of the methods for behaviour modification, socialization, and communication to a pupil with autism.

Learning Areas	Subjects	Main Competences	Specific Competences
			5.4.3 Demonstrate mastery of methods for teaching and learning outside the classroom for pupil with autism
		5. 5 Demonstrate mastery of teaching and learning methods for a pupil with intellectual impairment	5.5.1 Analyse various teaching and learning methods for a pupil with intellectual impairment 5.5.2 Demonstrate mastery of the methods for behaviour modifications to a pupil with intellectual impairment 5.5.3 Demonstrate mastery of methods for teaching and learning outside the classroom for pupil with intellectual impairment
	6. Teaching and Learning methods for Science subjects	6.1 Demonstrate mastery of methods for teaching and learning Science in primary education	6.1.1 Demonstrate mastery of methods for teaching and learning theories, investigations, and scientific experiments

Learning Areas	Subjects	Main Competences	Specific Competences
			6.1.2 Demonstrate mastery of the improvisation and use of technology and other assistive tools in teaching and learning Science. 6.1.3 Demonstrate mastery of methods for teaching and learning Science outside the classroom
		6.2 Demonstrate mastery of the use of technology and other assistive tools in teaching and learning, based on competence development	6.2.1 Demonstrate mastery of teaching and learning methods for designing simple ICT programmes
	7. Methods for Teaching and learning language subjects.	7.1 Demonstrate mastery of methods for teaching and learning language in primary education	7.1.1 Demonstrate mastery of methods for teaching listening skills according to the relevant class level 7.1.2 Demonstrate mastery of methods for teaching pronunciation per relevant level

Learning Areas	Subjects	Main Competences	Specific Competences
			7.1.3 Demonstrate mastery of methods for teaching speaking skills per relevant level 7.1.4 Demonstrate mastery of methods for teaching vocabulary 7.1.5 Demonstrate mastery of methods for teaching reading skills while considering the relevant level 7.1.6 Demonstrate mastery of methods for teaching writing skills while considering the relevant level 7.1.7 Demonstrate mastery of the selection and use of technology and other assistive devices in teaching and learning

Learning Areas	Subjects	Main Competences	Specific Competences
			7.1.8 Demonstrate mastery of techniques for teaching grammar while considering the relevant level 7.1.9 Demonstrate mastery of the use of teaching and learning methods outside the classroom
	8. Methods for Teaching and Learning Mathematics	8.1 Demonstrate mastery of methods s for teaching and learning Mathematics in Primary Education	8.1.1 Demonstrate mastery of the methods for teaching and learning the concept of numbers 8.1.2 Demonstrate mastery of the methods for teaching and learning statistics and finance

Learning Areas	Subjects	Main Competences	Specific Competences
			8.1.3 Demonstrate mastery of methods for teaching and learning measurements, shapes, and algebra 8.1.4 Demonstrate mastery of methods for the selection and use technology and other assistive devices in teaching and learning 8.1.5 Demonstrate mastery of methods for teaching and learning Mathematics outside the classroom
	9. Methods for teaching and learning Geography and Environment	9.1 Demonstrate mastery of methods for teaching and learning Geography and Environment in Primary Education	9.1.1 Demonstrate methods for teaching and learning map 9.1.2 Demonstrate mastery of methods for teaching and learning solar system 9.1.3 Demonstrate mastery of the methods for teaching and learning topography, resources and their utilization

Learning Areas	Subjects	Main Competences	Specific Competences
			9.1.4 Demonstrate mastery of the selection and use of technology and other assistive devices in teaching and learning Geography and Environment 9.1.5 Demonstrate mastery of methods for teaching and learning people, productive activities, and resource utilization 9.1.6 Demonstrate mastery of methods for teaching and learning environmental health and climate 9.1.7 Demonstrate methods for teaching and learning Geography and Environment outside the classroom

Learning Areas	Subjects	Main Competences	Specific Competences
	10. Mbinu za Ufundishaji na Ujifunzaji wa Historia ya Tanzania na Maadili	10.1 Kumudu mbinu za ufundishaji na ujifunzaji wa Historia ya Tanzania na Maadili katika Elimu ya Msingi	10.1.1 Kumudu mbinu za ufundishaji na ujifunzaji wa ulinzi wa historia, urithi na maadili ya Tanzania 10.1.2 Kumudu mbinu za ufundishaji na ujifunzaji wa maarifa ya jamii inayomzunguka 10.1.3 Kumudu mbinu za ufundishaji na ujifunzaji wa ushirikiano baina ya jamii za Kitanzania katika kujenga uhusiano wa kijamii na kiuchumi 10.1.4 Kumudu mbinu za ufundishaji na ujifunzaji wa maendeleo na maadili ya jamii za Kitanzania kabla ya ukoloni

Learning Areas	Subjects	Main Competences	Specific Competences
			10.1.5 Kumudu ufaraguzi na matumizi ya teknolojia na vifaa vingine saidizi katika ufundishaji na ujifunzaji wa Historia ya Tanzania na Maadili 10.1.6 Kumudu mbinu za ufundishaji na ujifunzaji wa maendeleo na maadili ya jamii za Kitanzania wakati na baada ya ukoloni 10.1.7 Kumudu mbinu za ufundishaji na ujifunzaji wa historia na maadili ya ujenzi wa taifa katika kipindi cha 1961 hadi sasa 10.1.8 Kumudu mbinu za ufundishaji na ujifunzaji wa historia ya Tanzania na maadili nje ya darasa

Learning Areas	Subjects	Main Competences	Specific Competences
	11. Techniques for teaching and learning Arts and Sports	11.1 Demonstrate mastery of methods for teaching and learning Arts and Sports in Primary Education	11.1.1 Demonstrate mastery of methods for teaching and learning drama 11.1.2 Demonstrate mastery of methods for teaching and learning singing and playing musical instruments 11.1.3 Demonstrate mastery of methods for teaching and learning drawing 11.1.4 Demonstrate mastery of methods for teaching and learning pottery 11.1.5 Demonstrate mastery of teaching and learning methods for crafting various objects using the available materials
			11.1.6 Demonstrate mastery of methods for teaching and learning physical exercises 11.1.7 Demonstrate mastery of methods for teaching and learning sports

		11.2 Demonstrate the mastery of the methods of teaching and learning art exhibitions and sports competitions	11.2.1 Demonstrate the mastery of the methods of teaching and learning for art exhibitions 11.2.2 Demonstrate mastery of the teaching and learning methods for sports competitions
Teaching Practice	12. Teaching Practice	12.1 Demonstrate mastery of teaching and learning methods of various subjects in primary education	12.1.1 Analyse teaching and learning methods of various subjects in primary education
		12.2 Create a learning and teaching environment in special education	12.2.1 Prepare teaching and learning environment 12.2.2 Prepare teaching and learning tools based on competence development 12.2.3 Prepare a safe, active and inclusive class

Learning Areas	Subjects	Main Competences	Specific Competences
		12.3 Facilitate pupil's learning in special education based on competence development	12.3.1 Use t methods, technology and other assistive materials in teaching and learning based on competence development 12.3.2 Integrate cross cutting issues in teaching and learning 12.3.3 Integrate ICT in teaching and learning 12.3.4 Manage the classroom in teaching and learning. 12.3.5 Use teaching and learning t methods for large classroom settings in inclusive environments. 12.3.6 Coordinate learning activities outside the classroom 12.3.7 Assess, evaluate, and provide feedback on a pupil's learning progress based on competence development

Learning Areas	Subjects	Main Competences	Specific Competences
			12.3.8 Provide guidance and counselling in pupil teaching and learning
General Subjects	13. Inclusive Education	13.1 Demonstrate mastery of the basics of Inclusive Education	13.1.1 Analyse the concept of inclusive education 13.1.2 Demonstrate mastery of methods for identifying a pupils with special needs in learning 13.1.3 Demonstrate mastery of methods for providing appropriate interventions to a pupils with special needs in learning
		13.2 Demonstrate mastery of the principles for facilitating a pupil's learning in inclusive environments	13.2.1 Demonstrate mastery of the use of methods and tools that consider to the learning needs of each pupils

Learning Areas	Subjects	Main Competences	Specific Competences
Language and Communication	14. Professional Communication for Teachers	14.1 Demonstrate mastery of professional communication	14.1.1 Deliver academic information in the classroom using appropriate language. 14.1.2 Present professional information outside the classroom using appropriate language 14.1.3 Use appropriate language to create conducive learning environments 14.1.4 Develop the habit of active and empathetic listening 14.1.5 Communicate effectively using Tanzanian Sign Language (TSL)

Table 3.2: *Learning areas, Subjects, Main competences and Specific Competences for Early Grades*

Learning Areas	Subjects	Main Competences	Specific Competences
Teaching and Learning Methods for Early Grades	1. Teaching and Learning Methods for early grades	1.1 Mastery of teaching and learning methods for early grades	1.1.1 Demonstrate mastery of using teaching and learning methods for numeracy skills 1.1.2 Demonstrate mastery of using teaching and learning methods for early listening and speaking skills 1.1.3 Demonstrate mastery of using teaching and learning methods for early literacy skills 1.1.4 Demonstrate mastery of skills for improvising and using technology and other assistive media in teaching and learning 1.1.5 Demonstrate mastery of using teaching and learning methods for health and environmental care 1.1.6 Demonstrate mastery of using teaching and learning methods for arts, sports and games 1.1.7 Demonstrate mastery of methods for teaching and learning outside the classroom

Learning Areas	Subjects	Main Competences	Specific Competences
			1.1.8 Demonstrate mastery of methods for teaching and learning health and environmental skills 1.1.9 Demonstrate mastery of the use of methods for teaching and learning elementary skills in arts and sports 1.1.10 Demonstrate mastery of methods for teaching and learning elementary skills outside the classroom

Notabene: The student teacher will choose to learn only two teaching and learning methods from specific fields of special education among Visual Impairment, Deaf-blindness, Hearing Impairment, Autism, and Intellectual Impairment. Additionally, the student teacher will learn teaching and learning method for one subject from either the Curriculum of Diploma in Early Childhood Education or Primary Education.

Part Four

Teaching and Learning

This curriculum emphasises the use of teaching and learning methods that aim at empowering the student teacher to become the centre of learning, while the tutors acts as a facilitator. Additionally, the tutor will employ inclusive learning techniques that aim to develop the intended competence for the student teacher, considering their diverse needs and abilities. Moreover, the teaching of subjects on teaching and learning methods for language, and professional communication for teachers, tutors, and student teachers will observe sign language skills and tactile communication. These methods include those that will enable the student teacher to think, seek knowledge from various sources, and engage in providing feedback. Other methods include study tours, songs, stories, puzzles, jigsaw, case studies, group discussions, practical work, project, research, scientific experiments, and similar approaches that are contextually relevant to facilitate learning.

Cross-cutting issues will be taught by integrating them during teaching practice and learning activities in carrier subjects by considering the relationship between the cross-cutting issue and the intended competence to be developed. These cross-cutting issues include inclusive education and gender education, peace education, ethics, as well as children's rights and responsibilities. Additionally, other cross-cutting issues include human rights, safety and security, road safety, financial education, corruption education, and union affairs.

4.1 Teaching Practice at the College and Neighbouring Schools

The student teacher should participate in collaborative teaching practice with peers. These practice sessions aim to enable the student teacher to translate the theories learned in the classroom into practical applications, such as personality, lesson preparation, applying teaching methods, using teaching and learning materials, and assessing pupils with special needs. These practices will be conducted under the close supervision of their tutor, with the goal of providing feedback to enhance their classroom competence.

Additionally, the student teacher should participate in:

(a) Simulated teaching to his/her colleagues through demonstrations or role play to be performed in the classroom at college level; and

(b) Teaching a single lesson in a special school, unit, or inclusive classroom located near the college, under the supervision of the regular subject teacher or tutor. Teaching practice will be ongoing throughout the training period.

4.2 Curriculum Implementation Resources

The requirements for the implementation of this curriculum involve human resources, materials, finances, and infrastructure. The standards and appropriate qualifications for these resources will be provided by the responsible ministry through various guidelines. Additionally, some of the resources for the implementation of this curriculum are defined as follows:

4.2.1 Human resources

Human resources include student teachers, trainers, and support staff.

(a) Student teacher

The primary target in this curriculum is the student teacher. The student teacher is required to have passed with a grade of I to III in Form Six National Examination in order to be eligible for enrollment in the Teacher Education for Diploma in Special Education. Also, graduates of Pre-Primary, Primary and Special Education Certificates will be allowed to join program for the two years.

(b) Tutor

In order to effectively implement this curriculum, a tutor should have at least a Master's Degree in Special Needs Education and a minimum of two years of teaching experience at the relevant level. This may mean, for example, that a tutor implementing the Diploma in Special Education Teaching must have an experience of teaching in a special school or unit for a minimum of two years. These qualifications will make him/her a better tutor because he/she will be familiar with the actual context where the student teacher will be working.

(c) Supporting staff

Supporting staff are operational workers who are not tutors. These workers play an important role in the implementation of this curriculum. This group includes professionals such as librarians, laboratory technicians, doctors and nurses, secretaries, office assistants and others. These workers need to have obtained training in their relevant fields from Government accredited institutions and are qualified in their areas of specialisation.

4.2.2 Material resources and finances

The effective implementation of this curriculum will depend on the availability of material resources such as land, furniture, infrastructure, as well as teaching and learning materials. These resources must be in sufficient quantities and should meet the standards specified in various directives provided by the MoEST. Besides, the resources must cater for the needs of all student teachers, including those with special needs. The availability of the financial resource is equally important for the coordination and implementation of this curriculum. This resource will be obtained through financial and material contributions from different stakeholders.

4.2.3 Time resource

The Diploma in Special Education will have a duration of two (2) years, consisting of a total of four (4) terms. The training days per year will be 194, which is equivalent to 39 weeks. The study time will be 6 hours per day, with each period lasting one hour. Therefore, there will be six (6) periods per day and 30 periods per week. The academic year start date will be determined by the responsible ministry. Table 4.1 shows the number of periods per week and per term for all subjects to be taught.

Table 4.1: *Training Duration for, Professional and General Subjects*

Subjects	**The total Number of Hours for all Activities**	**Activities in the First Year**		**Activities in the Second Year**		**Periods per Week**
		Term I	**Term II**	**Term I**	**Term II**	
Inclusive Education	70	35	35	0	0	2
Professional communication for teachers	140	50	50	20	20	2
Educational Philosophy and Ethics	70	35	35	0	0	2

Subjects	The total Number of Hours for all Activities	Activities in the First Year		Activities in the Second Year		Periods per Week
		Term I	Term II	Term I	Term II	
Educational Psychology and Sociology	140	50	50	20	20	2
Curriculum and Teaching	70	35	35	0	0	2
Assessment and Evaluation	140	50	50	20	20	2
Religious Education	70	25	25	10	10	1
Methods of Teaching and Learning 1	350	150	150	30	20	5
Methods of Teaching and Learning Special Education 1	210	75	75	40	20	3
Methods of Teaching and Learning Special Education II	210	75	75	40	20	3
Teaching Practice	420	100	100	140	80	6
	1890	680	680	320	210	30

4.3 Language of Teaching and Learning

The 2014 Education and Training Policy, the 2023 Edition, states that Kiswahili and English shall be used as the media of instruction at the Diploma level in Special Education. Furthermore, Kiswahili shall be used as the medium of instruction for preparing teachers who are going to teach in Kiswahili medium schools while English shall be used as the medium of instruction for preparing student teachers who will teach in schools that use English as the medium of instruction.

4.4 Stakeholders' Participation in the Implementation of the Teacher Education Curriculum for Diploma in Special Education

The involvement of parents/guardians and other education stakeholders is important for making the student teacher's teaching and learning successful. These stakeholders have had a significant contribution to the implementation of curricula in the country. Teacher training colleges should, therefore, work closely with these stakeholders to achieve the intended objectives in the provision of teacher education.

4.5 Management, Monitoring, and Evaluation of Implementation of the Teacher Education Curriculum for Diploma in Special Education

The management of the implementation of the Diploma in Teacher Education Curriculum is an important process to ensure that its objectives are effectively achieved as planned. This curriculum will be managed by the Ministry of Education, Science and Technology through the office of the Commissioner for Education – Teacher Education Unit, which is responsible for coordinating teacher training programmes. At the college level, curriculum implementation will be managed by the College Principal in collaboration with the College Board, Regional and District Education Officers, as well as Zonal and District Education Quality assurers.

Moreover, the monitoring of the teacher education at the Diploma in Special Education aims at getting feedback on how teaching and learning processes take place, including achievements, challenges, and strategies for addressing them, in order to achieve the intended outcomes. Therefore, monitoring and evaluation of the implementation of this Curriculum will be done by the relevant ministry in collaboration with the institutions responsible for monitoring and coordinating teacher training.

Part Five

Assessment of Learning Progress

This curriculum will use the assessment system that takes into consideration established criteria for assessing learning process of the student teacher's daily progress and the final examinations for completion of the relevant level. Continuous assessment will be coordinated at the college level during teaching and learning, while the summative assessment will be coordinated by relevant authorities. Different methods will be used to assess theory and practice during the entire process of teaching and learning. Such methods include brainstorming, tests, face to face questions, observation, exercises, practical works and projects. Other techniques are practical tests, presentations, end-of-term and final examinations, depending on the objectives of the assessment, demands of the subject, diverse needs of the learner, and the targeted competence to be developed. Furthermore, the curriculum emphasises the use of assessment tools such as checklists, questionnaire, portfolio and student teachers' learning progress forms.

The college tutor should design more assessment activities to stimulate learning. Regarding Continuous Assessment, the breakdown of grades for Practical Teaching and Learning Methods subjects will be seventy percent (70%) as described below: First Year Annual Examination is ten percent (10%), Project work is fifteen percent (15%), Micro-teaching is twenty percent (20%), and practical teaching at a nearby school is twenty-five percent (25%). Refer to Table 5.1, which shows the analysis of grades for continuous assessment in Teaching Methods and Practical Teaching Subject.

Furthermore, for the professional and general subjects, the breakdown of grades for Continuous Assessment will be as follows: First Year Terminal Examination is six percent (6%), First Year Annual Examination is six percent (6%), Second Year Terminal Examination is six percent (6%), Portfolio is five percent (5%), and project work is seven percent (7%). Refer to Table 5.2 for the breakdown of grades for Continuous Assessment in professional and general subjects.

Table No. 5.1: *Assessment Grades for Methodology and Practical Teaching Course*

No.	Assessment Activities	%
1	First Year Annual Examination	10
2	Project Work	15
3	Micro-Teaching	20
4	Single Lesson Teaching	25
	Total	**70**

Table No. 5.2: *Assessment Grades for Professional and General Courses*

No.	Assessment Activities	%
1	First Year Terminal Examination	6.0
2	First Year Annual Examination	6.0
3	Second Year Terminal Examination	6.0
4	Project Work	7.0
5	Portfolio	5.0
	Total	**30**

NB: Subjects such as Inclusive Education, Philosophy and Ethics, and Curriculum and Teaching, the tutor will continue provide assessment tasks until the second year of training to help prospective teachers prepare for the final examination.

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