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Dr Lyabwene M. Mtahabwa
Commissioner for Education

TEACHER EDUCATION CURRICULUM FOR DIPLOMA IN PRE-PRIMARY EDUCATION

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Abbreviations and Acronyms

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

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Preface

The Curriculum for Diploma in Pre-primary Education has been prepared following the 2014 Education and Training Policy, the 2023 Edition, stakeholders' opinions collected and analysed from 2021 to 2022, and the review of written documents to gain experience from other countries. Moreover, this curriculum follows the vision of education which focuses on preparing an educated Tanzanian with knowledge, skills and positive attitudes and who values equality, justice and lifelong education to bring sustainable national and international development. Likewise, this curriculum considers the main objectives of education as well as the objectives for pre-primary education in Tanzania. Considering all these, this curriculum has set standards for providing education at the Diploma level in Pre-primary Education by specifying the knowledge, skills, and attitudes the student teacher will develop, general competences, main learning areas, main competences and specific competences, and teaching and learning methods. Moreover, the curriculum has specified the duration that will be used in the implementation, the language of teaching and learning resources and methods of assessing the learners' progress in terms of developing competences. Likewise, the curriculum has specified the academic and professional qualifications for the tutor, who is the main implementer of the curriculum at the college level.

Along with various policy statements and national, regional and international guidelines, this curriculum is based on theories of learning and the philosophy of Education for Self-Reliance. This philosophy emphasises the provision of education that enables a Tanzanian citizen to be self-reliant and who can manage his/her daily life. Hence, its implementation will enable the learners to develop physically, mentally, emotionally and socially. It is my expectation that, through this curriculum, the tutor will help the student teacher to develop the intended competencies. Likewise, all curriculum implementation supervisors and other stakeholders of education in the country will ensure that the education provided meets the standards accepted nationally, regionally and internationally.



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 emphasised further 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 younger 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 enough teachers with the right skills, ethics, and motivation.

In view of the above, the government has revised the Teacher Training Curriculum for Diploma in Pre-Primary Education to enable the teacher to match the changes in the Pre-Primary Education Curriculum which aims at facilitating learning among learners 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 learners 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 his/her environment.

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 in enable them to control their daily life, employ themselves or be employed. Furthermore, the review of 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 Pre-primary Education

As instructed by the Education and Training Policy 2014, the 2023 Edition, the training of Diploma teachers in Pre-Primary Education will be offered for two years, and will involve Form Six graduates. 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.

This prospective teachers will take professional, general and teaching methods subjects in Pre-Primary education. The teacher professional subjects will include Educational Philosophy and Ethics, Educational Psychology and Sociology, Curriculum and Teaching, Assessment and Evaluation, and Teaching Practice. Also, the general studies are Inclusive Education and Professional Communication for Teachers. This training aims to prepare student teachers who will teach in Pre-primary Education. The qualifications of those who will undergo this training and other considerations will be provided by the relevant ministry in collaboration with the respective institutions.

Part Two

Vision, Objectives and Competences

This Curriculum has taken into consideration the vision, general objectives of education in Tanzania, objectives of teacher education in Tanzania, and the competences to be developed by the student teacher.

2.1 Vision

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

2.2 Main Objectives of Education in Tanzania

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

(a) Develop and improve his/her personality so that he/she values himself/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 own 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 observe 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 Objectives of Teacher Education

2.3.1 Main Objective of Teacher Education

To prepare a professional and competent teacher who can facilitate teaching and learning that embrace the scientific, technological and social changes for the purpose of preparing a Tanzanian citizen who is well equipped with knowledge, skills, and positive attitudes, and who respects human rights, equality and lifelong learning.

2.3.2 Specific Objectives of Teacher Education

The specific objectives of teacher education are to enable a student teacher to:

(a) Develop a 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 while considering child's needs;

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

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

(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 Competences for Diploma in Pre-primary Teacher Education

The curriculum for Diploma in Pre-primary Teacher Education aims at enabling the student teacher to:

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

(b) Master teaching and learning methods;

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

(d) Master methods for innovativeness and creativity in teaching and learning, based on the children needs;

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

(f) Identify children with special needs and provide appropriate interventions;

(g) Use relevant language in teaching and learning;

(h) Apply leadership skills in academics; and

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

Part Three

Curriculum Contents

This part, elaborate the learning areas, subjects, main competences and specific competences for the training of diploma teachers in pre-primary education that have been elaborated in Table 3.1.

Table 3.1: *Learning Areas, Subjects, Main Competences, and Specific Competences – Diploma in Pre-Primary Teacher Education*

Learning Areas	Subjects	Main Competence	Specific Competence
Theoretical Foundations	1. Educational Philosophy and Ethics	1.1 Demonstrate mastery of the philosophy and ethics for teachers	1.1.1 Analyse the philosophy and foundations of education 1.1.2 Evaluate the development of pre-primary education globally 1.1.3 Demonstrate an understanding of ethics, rights and responsibilities of the teacher
	2. Educational Psychology and Sociology	2.1 Demonstrate mastery of child psychology in teaching and learning	2.1.1 Demonstrate mastery of the foundations of child psychology in teaching and learning 2.1.2 Analyse stages of child development in learning 2.1.3 Demonstrate mastery of the theories and principles of child care, teaching and learning 2.1.4 Demonstrate mastery of guidance and counselling skills in child care, teaching and learning
		2.2 Demonstrate mastery of the sociology of education in teaching and learning	2.2.1 Demonstrate mastery of the foundations of the sociology of education 2.2.2 Evaluate the social issues which affect child care and learning

Learning Areas	Subjects	Main Competence	Specific Competence
	3. Curriculum and Teaching	3.1 Demonstrate mastery of the Pre-primary Curriculum	3.1.1 Analyse the Pre-primary curriculum and its tools 3.1.2 Analyse cross-cutting issues in the curriculum 3.1.3 Interpreting the curriculum in teaching and learning
	4. Assessment and Evaluation	4.1 Demonstrate mastery of the foundations of Assessment and evaluation in pre-primary education	4.1.1 Analyse the methods of assessment and evaluation that focus on the development of competences 4.1.2 Demonstrate mastery of the methods for prepairing assessment tools for assessing the development of the child
		4.2 Use assessment results for evaluating child development	Demonstrate mastery of the methods for providing appropriate interventions to improve child care, teaching and learning
Teaching and Learning Methods for Early Grades	5. Teaching and Learning Methods for early grades	5.1 Mastery of teaching and learning methods for early grades	5.1.1 Demonstrate mastery of using teaching and learning methods for numeracy skills 5.1.2 Demonstrate mastery of using teaching and learning methods for early listening and speaking skills 5.1.3 Demonstrate mastery of using teaching and learning methods for early literacy skills 5.1.4 Demonstrate mastery of skills for improvising and using technology and other assistive media in teaching and learning

Learning Areas	Subjects	Main Competence	Specific Competence
			5.1.6 Demonstrate mastery of using teaching and learning methods for health and environmental care 5.1.7 Demonstrate mastery of using teaching and learning methods for culture, arts, sports and games 5.1.8 Demonstrate mastery of methods for teaching and learning outside the classroom
Teaching practice	6. Teaching practice	6.1 Demonstrate mastery of teaching and learning methods in pre-primary education	6.1.1 Analyse teaching and learning methods in pre-primary education
		6.2 Prepare for Teaching and Learning Environment in Pre-primary education	6.2.1 Prepare teaching and learning environment 6.2.2 Prepare teaching and learning tools 6.2.3 Prepare a safe, active and inclusive class
		6.3 Facilitate learning in a pre-primary class while observing competence development	6.3.1 Managing a class in teaching and learning 6.3.2 Use games and arts as tools for teaching and learning 6.3.3 Use methods, technology and other assistive devices for teaching and learning based on competence development 6.3.4 Integrate cross-cutting issues in child care, teaching and learning 6.3.5 Integrate the use of ICT in teaching and learning of Pre-primary education 6.3.6 Use teaching and learning methods for a large inclusive class

Learning Areas	Subjects	Main Competence	Specific Competence
			6.3.7 Assess, evaluate and provide feedback on the growth of the child based on competence development 6.3.8 Provide guidance and counselling on child care, teaching and learning
General subjects	7. Inclusive Education	7.1 Demonstrate mastery of inclusive education	7.1.1 Analyse the concept of inclusive education 7.1.2 Demonstrate mastery of methods for identifying a child with special needs 7.1.3 Demonstrate mastery of methods of providing appropriate interventions to a child with special needs
		7.2 Demonstrate mastery of basic of facilitating learning in an inclusive environment	Demonstrate mastery of the use of techniques and tools that take on board the needs of each child
Language and communication	8. Professional Communication for Teachers	8.1 Demonstrate mastery of professional communication	8.1.1 Present academic information in the classroom using appropriate language 8.1.2 Present professional information in the classroom using appropriate language 8.1.3 Use appropriate language to create facilitative learning environment 8.1.4 Develop a culture of empathetic listening 8.1.5 Communicate successfully using the Tanzanian Sign Language (TSL)

Part Four

Teaching and Learning

This curriculum emphasises the use of teaching and learning methods which make the student teacher the centre of learning and the tutor the facilitator. Furthermore, the tutor will use methods that engage the student teacher in the entire teaching and learning process while considering his/her diverse needs and ability. Those methods are songs, stories, sports and games, role play, demonstration, study tour, and group discussion. In addition, these methods will enable the student teacher to be creative, think critically, communicate, cooperate, search for knowledge from different sources, and solve different problems in life. Cross-cutting issues will be taught by intergrating them in carrier subjects during teaching and learning while observing the relationship between the cross-cutting issues and the competence expected to be developed. Such issues include inclusive education, gender education, peace education, ethics, rights and responsibilities of the child. Other cross-cutting issues are human rights, safety and security, road safety, financial literacy, corruption, cooperatives and union matters.

4.1 Teaching Practice in Colleges and Neighbouring Schools

The student teacher is supposed to participate in teaching practice in cooperation with fellow student teachers. Such teaching practice aims at enabling the student teacher to translate into practice the theoretical part learnt in the classroom. Such theoretical aspects are personality, lesson preparation, teaching methods, improvisation and use of teaching learning resources, and assessment of children.

Also, the student teacher is supposed to participate in:

(a) Learning how to teach by demonstration and simulation in their own class at the college; and

(b) Teaching a single lesson in a neighbouring school under the observation of the regular subject lesson teacher and a tutor. The student teacher will participate in the preparation of the lesson and teaching aids based on the immediate context. The teaching practice will be ongoing throughout the training period.

4.2 Resources for Implementing the Curriculum

The implementation of this curriculum involves human, material, financial, and infrastructural resources. The specific volume and quality of these resources will be provided by the respective ministry through different guidelines. Furthermore, some of the resources needed for implementing this curriculum have been elaborated as follows:

4.2.1 Human resources

Human resources include student teachers, tutors and supporting staff:

(a) Student teacher

The student teacher is the centre of this curriculum. He/she is supposed to have a score of division I-III in National Form Six examinations for him/her to qualify to join the Diploma in Pre-primary Teacher education training. 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 successfully implement this curriculum, tutors are supposed to have a minimum of a Master's degree in educational subjects and teaching experience of not less than two years at the relevant level. This may mean, for example, that a tutor implementing the curriculum for pre-primary diploma in teacher education must have an experience of teaching at the pre-primary school level for two or more 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 attendants and others. These workers need to have obtained training in their relevant fields from government accredited institutions and have qualified in their areas of specialisation.

4.2.2 Material and financial resources

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

Teacher Education for Diploma in Pre-primary Education will last for two years (2) divided into four (4) terms. The total number of training days per year is 194, which is equivalent to 39 weeks. The number of learning hours per day will be six (6) hours, and each lesson will last for one (1) hour. Thus, there will be six lessons per day, and 30 periods per week. The academic year will be organised by the Ministry of Education, Science and Technology. Table 4.1 shows the time allocation for a student teacher and the number of periods per week, and per term for all the subjects that will be taught.

Table 4.1: *Breakdown of Training Time - Professional Subjects, General and Teaching Subjects*

No.	Subjects	Number of Hours per All Activities	Activities for the First Year		Activities for the Second Year		Periods per Week
			Term I	Term II	Term I	Term II	
1	Inclusive Education	70	35	35	0	0	2
2	Professional Communication for Teachers	140	50	50	20	20	2
3	Educational Philosophy and Ethics	70	35	35	0	0	2
4	Educational Psychology and Sociology	140	50	50	20	20	2
5	Curriculum and Teaching	70	35	35	0	0	2
6	Assessment and Evaluation	140	50	50	20	20	2

No.	Subjects	Number of Hours per All Activities	Activities for the First Year		Activities for the Second Year		Periods per Week
			Term I	Term II	Term I	Term II	
7	Religious Education	70	25	25	10	10	1
8	Methods of Teaching and Learning, Pre-primary, Standard I and II	490	123	122	123	122	7
9	Teaching Practice	700	200	200	150	150	10
	Total number of periods	**1890**	**603**	**602**	**343**	**342**	**30**

4.3 Language of Instruction

The 2014 Education and Training Policy, the 2023 Edition, states that Kiswahili and English shall be used as the languages of instruction at the Diploma level in Pre-primary Education. Furthermore, Kiswahili shall be used as the medium of instruction to prepare student teachers who are going to teach in Kiswahili medium schools while English shall be used as the medium of instruction to prepare student teachers who are going to 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 Pre-primary Education

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 set objectives in the provision of teacher education.

4.5 Management, Monitoring and Evaluation of the Implementation of the Teacher Education Curriculum for Diploma in Pre-primary Education

The management of the implementation of the Teacher Education Curriculum for Diploma in Pre-primary Education is an important process for ensuring that its

objectives have been 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 Curriculum for Diploma in Pre-primary Education aims at seeing and getting feedback on how the teaching and learning process is taking place, including success, challenges, and how to solve them inorder to achieve the expected results. Therefore, the processes of monitoring and evaluation of this curriculum will be done by the relevant ministry in collaboration with the institutions responsible for management and coordination of teacher training.

Part Five

Assessment of Learning Progress

This curriculum will use an assessment system that takes into consideration established criteria for assessing the teaching and 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 external assessment will be coordinated by relevant authorities. Different methods will be employed to assess theory and practice during the entire process of teaching and learning. Such methods include brainstorming, tests, face to face questions, observation, exercises, practicals, and projects. Other methods 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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