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Dr Lyabwene M. Mtahabwa
Commissioner for Education

TEACHER EDUCATION CURRICULUM FOR DIPLOMA IN PRIMARY EDUCATION

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Tanzania Institute of Education
Mikocheni Area
132 Ali Hassan Mwinyi Road
P.O. Box 35094
14112 Dar es Salaam

Phone: +255-735-041-168 / +255-735 -041-170
E-mail: director.general@tie.go.tz
Website: www.tie.go.tz

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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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Dr Aneth A. Komba
Director General
Tanzania Institute of Education

Preface

The Teacher Education Curriculum for Diploma in Primary Education is 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 consider equality, justice and lifelong learning to bring sustainable national and international development. Likewise, this Curriculum considers the main objectives of education as well as the objectives of Teacher Education. Considering these objectives, this Curriculum sets standards for providing education at the level of Diploma in Primary Education by specifying the knowledge, skills, and attitudes the student teacher will develop, general competences, learning areas, main and specific competences, and teaching and learning methods. Moreover, the Curriculum has specified the duration for implementation, the language of teaching and learning, teaching and learning resources and methods of assessing learner´s progress in terms of competence development. 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 different circulars and national, regional and international guidelines, this Curriculum is based on the learning theories and Educational for Self-Reliance Philosophy. The philosophy insists the provision of education that promotes self-independent to Tanzanians in managing their everyday life. It is my expectation that, through this Curriculum, the tutor will help the student teacher to develop the intended competencies. All curriculum implementors, supervisors and other stakeholders of teacher 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 further emphasised that, teachers are the ones who have been charged with the responsibility of building the nation with the 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 Teacher Education Curriculum for Diploma in Primary 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 education 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 his/her everyday 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 manage 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 for Diploma in Primary Education

In regard to Education and Training Policy 2014, Revised Edition 2023, the Diploma in Teacher Education for Primary Education will be of two-year program for students completed Form Six based on their respective combinations. 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.

Furthermore, Form Four Leavers with a pass grade of Division I-III and at least a "C" in three subjects which include Basic Mathematics, Biology, Chemistry, Physics, Information and Computer Studies, and Computer Science, will be enrolled in the program for a period of three years.

Beside to that, prospective teachers will study professional subjects, general subjects, and teaching methodology courses reflecting subjects taught in Primary Education. Professional subjects includes Philosophy and Ethics of Teaching, Psychology and Sociology of Education, Curriculum and Teaching, Assessment and Evaluation, and Practicum. General subjects will encompasses Inclusive Education and Professional Communication for Teachers. Additionally, the teaching methodology courses will focus on Languages, Mathematics, Science, Social Studies, and Arts and Sports. These programs aim to prepare prospective teachers ready to teach primary schools. The eligibility criteria for students to be enrolled in the training, along with other operational guidelines, will be provided by the Ministry of Education in collaboration with other appropriate Institutions responsible for Teacher Education.

Part Two

Vision, Objectives and General Competence

The Teacher Education Curriculum for Diploma in Primary Education has taken into consideration the education vision, general objectives of education in Tanzania, objectives of teacher education in Tanzania, and the competence to be developed by a student teacher.

2.1 Vision

To have a Tanzanian who is educated and well equipped with knowledge, skills and positive attitude, and who values equality, human rights, and lifelong learning in bringing national and international sustainable development.

2.2 The Main Objectives of Education in Tanzania

The main objectives of 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) Develop knowledge and apply science and technology, creativity, critical thinking, innovation, cooperation, communication and positive attitudes for personal development and the sustainable development of the nation and the world at large;

(d) Understand and protect national values, 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 according to the Constitution of the United Republic of Tanzania and international conventions.

2.3 Objectives of Teacher Education

2.3.1 The Main Objective of Teacher Education

The main objective of teacher education is to prepare a professional and competent teacher who can embrace teaching and learning that correspond with 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 pupils' needs;

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

(f) Develop skills for early identification of pupil 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 research).

2.4 General Competences of Teacher Education for Diploma in Primary Education

The general competence of Teacher Education for Diploma in Primary Education aims at enabling a 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 pupil's needs;

(e) Use ICT and assistive techno logy in teaching and learning;

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

(g) Use a relevant language appropriately in teaching and learning;

(h) Apply leadership skills in academics (i.e., instructional leadership); and

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

Part Three

Curriculum Content

This part outlines the learning areas, subjects, general competences, and specific competences in Teacher Education for Diploma in Primary Education as described in Table 3.1.

Table 3.1: *Learning Areas, Subjects, Main Competences and Specific Competences*

Learning Areas	Subjects	Main Competence	Specific Competence
Theoretical Foundations	1. Educational Philosophy and Ethics	1.1 Demonstrate mastery of the philosophy of education and ethics	1.1.1 Analyse the philosophy and foundations of education 1.1.2 Recognise the ethics, responsibilities, and rights of a primary school teacher
	2. Educational Psychology and Sociology	2.1 Demonstrate mastery of educational psychology in teaching and learning	2.1.1 Demonstrate mastery of the basics of educational psychology 2.1.2 Analyse the stages of growth and development of a child in learning 2.1.3 Demonstrate mastery of the theories and principles of learning 2.1.4 Demonstrate mastery of the skills for guidance and counselling pupils and the community
		2.2 Demonstrate mastery of sociology of education in teaching and learning	2.2.1 Demonstrate mastery of the basics of sociology of education 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 tools 3.1.2 Analyse crosscutting issues in education 3.1.3 Interpret the curriculum into the teaching and learning process

Learning Areas	Subjects	Main Competence	Specific Competence
	4. Assessment and Evaluation	4.1 Demonstrate mastery of the principles of assessment and evaluation in Primary Education	4.1.1 Analyse the assessment and evaluation methods in Primary Education based on competence development 4.1.2 Demonstrate mastery of the methods for preparing assessment tools for assessing learning progress based on competence development
		4.2 Use assessment results to evaluate pupil's progress	4.2.1 Demonstrate mastery of the methods for providing appropriate intervention to improve teaching and learning
General Subjects	5. Inclusive Education	5.1 Demonstrate mastery of the basics of inclusive education	5.1.1 Demonstrate mastery of the methods for identifying a pupil with special needs in learning 5.1.2 Demonstrate mastery of methods for providing appropriate intervention to a pupil with special needs in learning
		5.2 Demonstrate mastery of the principles of facilitating a pupil's learning in inclusive environment	5.2.1 Demonstrate mastery of methods and tools that consider the learning needs of each pupil

Learning Areas	Subjects	Main Competence	Specific Competence
Language and Communication	6. Professional Communication for Teachers	6.1 Demonstrate ability to communicate professionally	6.1.1 Communicate academic information in the classroom using appropriate language 6.1.2 Communicate professional information outside the classroom using appropriate language 6.1.3 Create a supportive learning environment through appropriate use of language 6.1.4 Practice active listening and attending behaviour 6.1.5 Communicate effectively in TSL
Teaching Methods	7. Methods of Teaching and learning language	7.1 Demonstrate mastery of methods for language teaching and learning in Primary Education	7.1.1 Demonstrate mastery of the methods for teaching grade-appropriate listening skills 7.1.2 Demonstrate mastery of the methods for teaching grade-appropriate pronunciation skills 7.1.3 Demonstrate mastery of the methods for teaching grade-appropriate speaking skills 7.1.4 Demonstrate mastery of the methods for teaching vocabulary 7.1.5 Demonstrate mastery of the methods for teaching grade-appropriate reading skills

Learning Areas	Subjects	Main Competence	Specific Competence
			7.1.6 Demonstrate mastery of the methods for teaching grade-appropriate writing skills 7.1.7 Demonstrate mastery of improvisation and application of technology and other assistive devices in teaching and learning 7.1.8 Demonstrate mastery of the methods for teaching grade-appropriate grammar 7.1.9 Master the application of teaching and learning methods outside the classroom
	8. Methods of Teaching and Learning Science	8.1 Demonstrate mastery of the methods for teaching and learning science in primary education	8.1.1 Demonstrate mastery of the methods for teaching and learning theories, investigation and scientific experiments 8.1.2 Demonstrate mastery of improvisation and application of technology and other assistive tools in teaching and learning science 8.1.3 Demonstrate mastery of the methods for teaching and learning science outside the classroom

Learning Areas	Subjects	Main Competence	Specific Competence
		8.2 Demonstrate mastery of the application of technology and other assistive tools in teaching and learning based on competence development	8.2.1 Demonstrate mastery of the methods for teaching and learning how to create simple ICT programmes
	9. Methods of Teaching and Learning Mathematics	9.1 Demonstrate mastery of the methods for teaching and learning Mathematics in Primary Education	9.1.1 Demonstrate mastery of the methods for teaching and learning the concept of numbers 9.1.2 Demonstrate mastery of the methods for teaching and learning statistics and finance 9.1.3 Demonstrate mastery of the methods for teaching and learning measurements, shapes and algebra 9.1.4 Demonstrate mastery of improvisation and application of technology and other assistive tools in teaching and learning Mathematics 9.1.5 Demonstrate mastery of the methods for teaching and learning Mathematics outside the classroom

Learning Areas	Subjects	Main Competence	Specific Competence
	10. Methods of Teaching and Learning Geography and Environment	10.1 Demonstrate mastery of the methods for teaching and learning Geography and Environment in Primary Education	10.1.1 Demonstrate mastery of the methods for teaching and learning map 10.1.2 Demonstrate mastery of the methods for teaching and learning the solar system 10.1.3 Demonstrate mastery of the methods for teaching and learning topography, resources, and their uses 10.1.4 Demonstrate mastery of improvisation and application of technology and other assistive devices in teaching and learning Geography and Environment 10.1.5 Demonstrate mastery of the methods for teaching and learning the relationship between population density and resource utilisation 10.1.6 Demonstrate mastery of the methods for teaching and learning environmental conservation and climate 10.1.7 Demonstrate mastery of the methods for teaching and learning Geography and Environment outside the classroom

Learning Areas	Subjects	Main Competence	Specific Competence
	11. Mbinu za Ufundishaji na Ujifunzaji wa Historia ya Tanzania na Maadili	11.1 Kumudu mbinu za ufundishaji na ujifunzaji wa Historia ya Tanzania na Maadili katika Elimu ya Msingi	11.1.1 Kumudu mbinu za ufundishaji na ujifunzaji wa ulinzi wa historia, urithi na maadili ya Tanzania 11.1.2 Kumudu mbinu za ufundishaji na ujifunzaji wa maarifa ya jamii inayomzunguka 11.1.3 Kumudu mbinu za ufundishaji na ujifunzaji wa ushirikiano baina ya jamii za Kitanzania katika kujenga uhusiano wa kijamii na kiuchumi 11.1.4 Kumudu mbinu za ufundishaji na ujifunzaji wa maendeleo ya jamii za Kitanzania na maadili yake kabla ya ukoloni 11.1.5 Kumudu ufaraguzi na matumizi ya teknolojia na vifaa vingine saidizi katika ufundishaji na ujifunzaji wa Historia ya Tanzania na Maadili

Learning Areas	Subjects	Main Competence	Specific Competence
			11.1.6 Kumudu mbinu za ufundishaji na ujifunzaji wa maendeleo na maadili ya jamii za Kitanzania wakati na baada ya ukoloni 11.1.7 Kumudu mbinu za ufundishaji na ujifunzaji wa historia na maadili ya ujenzi wa Taifa na maadili katika kipindi cha 1961 hadi sasa 11.1.8 Kumudu mbinu za ufundishaji na ujifunzaji wa Historia ya Tanzania na Maadili nje ya darasa
	12. Arts and Sports Teaching Methods	12.1 Demonstrate mastery of the methods for teaching and learning Arts and Sports in Primary Education	12.1.1 Demonstrate mastery of the methods for teaching and learning drama 12.1.2 Demonstrate mastery of the methods for teaching and learning singing and playing musical instruments 12.1.3 Demonstrate mastery of the methods for teaching and learning drawing 12.1.4 Demonstrate mastery of the methods for teaching and learning sports
			12.1.5 Demonstrate mastery of the methods for teaching and learning pottery 12.1.6 Demonstrate mastery of the methods for teaching and learning making various objects using different materials 12.1.7 Demonstrate mastery of the methods for teaching and learning physical exercises

Learning Areas	Subjects	Main Competence	Specific Competence
		12.2 Demonstrate the mastery of the methods of teaching and learning art exhibitions and sports competitions	12.2.1 Demonstrate the mastery of the methods of teaching and learning for art exhibitions 12.2.2 Demonstrate mastery of the teaching and learning methods for sports competitions
Teaching Practice	13. Teaching Practice	13.1 Demonstrate mastery of teaching and learning methods of various subjects in primary education	13.1.1 Analyse teaching and learning methods of various subjects in primary education
		13.2 Prepare the teaching and learning environment in Primary Education	13.2.1 Prepare teaching and learning environment 13.2.2 Prepare teaching and learning tools based on competence development 13.2.3 Prepare a safe, active and inclusive class
		13.3 Facilitate a pupil's learning in Primary School based on competence development	13.3.1 Manage a class during teaching and learning 13.3.2 Use methods, technologies, and other assistive tools in teaching and learning based on competence development 13.3.3 Integrate crosscutting issues into teaching and learning

Learning Areas	Subjects	Main Competence	Specific Competence
			13.3.4 Integrate ICT into teaching and learning 13.3.5 Use methods for teaching and learning in large classes in inclusive environment 13.3.6 Coordinate learning activities outside the classroom 13.3.7 Assess, evaluate and give feedback on pupil's learning progress based on competence development 13.3.8 Provide guidance and counselling on pupil´s learning

Part Four

Teaching and Learning

This curriculum emphasises the application of teaching and learning methods that aim at enabling a student teacher to be the centre of learning and a tutor to be the facilitator. Moreover, the tutor shall use interactive learning methods that aim at developing the intended competences in the student teacher based on their needs and level of understanding. These include methods that enable the student teacher to think, seek knowledge from various sources and participate in giving feedback. Other methods include study tours, songs, stories, jigsaw, puzzles, case studies, group discussions, practical works, projects, research, scientific experiments, and other context-relevant methods.

Crosscutting issues will be integrated into classroom teaching and learning activities of the carrier subjects by considering the relationship between such issues and the competence to be developed. Such crosscutting issues include inclusive education, gender education, peace education, ethics, and child rights and responsibilities. Other crosscutting issues include education on human rights, security and safety, road safety, finance, corruption, and union affairs.

4.1 Teaching Practice within the College and in Neighbouring Schools

A student teacher is supposed to participate in teaching practice in collaboration with colleagues. The teaching practice aims at enabling the student teacher to translate the theories learnt in the classroom into actions, such as appearing good, lesson planning, applying teaching methods, preparing and using teaching and learning tools, and assessing learners. These actions will be performed under the close supervision of a tutor who will provide feedback to help the student teacher improve their competence in the classroom.

Moreover, the student teacher shall participate in the following activities:

(a) Learning how to teach through demonstrations or role play to be performed in their classroom at college level; and

(b) Participating in teaching one lesson at a neighbouring school under the supervision of a subject teacher or tutor. Teaching practice shall take place continuously throughout the training period.

4.2. Resources for Curriculum Implementation

Resources for the implementation of this curriculum include human resources, materials, funds, and infrastructure. The quality and standards of these resources will be provided by the relevant ministry through different directives. Some of the resources for the implementation of this curriculum are outlined below:

4.2.1 Human resources

Human resources include student teachers, tutors and supporting staff as described below:

(a) Student teacher

A student teacher is the main target of this curriculum. To be enrolled in the Teacher Education for Diploma in Primary Education, a student teacher must have passed the Form Six National Examination at Division I-III. Also, graduates of Pre-Primary, Primary and Special Education Certificates will be allowed to join program for the two years.

(b) Tutor

To effectively implement this curriculum, the tutor must have at least a master's degree in education and a teaching experience of not less than two years at a relevant level. For example, a tutor implementing Teacher Education for Diploma in Primary Education must have the experience of teaching at primary school for two or more years. These qualifications will make him/her a better tutor because he/she will be familiar with the environment where the student teacher will be working.

(c) Supportive staff

Supportive 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 sufficient 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 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 Teacher Education for Diploma in Primary Education shall last for two (2) years that will be 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 is six (6) and each period will last for one hour. Therefore, there will be six (6) periods per day and 30 per week. The academic year will be scheduled by the ministry responsible for Teacher Education. Table 4.1 indicates the number of periods per week and term in all subjects that will be taught.

Table 4. 1: *Training Duration for General and Professional Subjects*

No.	Subjects	Number of Hours for all Activities	Activities for First Year		Activities for Second Year		Number of 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

No.	Subjects	Number of Hours for all Activities	Activities for First Year		Activities for Second Year		Number of Periods per Week
			Term I	Term II	Term I	Term II	
5	Curriculum and Teaching	70	35	35	0	0	2
6	Assessment and Evaluation	140	50	50	20	20	2
7	Religious Education	70	25	25	10	10	1
8	Methods of Teaching and Learning Methods 1	350	150	150	30	20	5
9	Methods of Teaching and Learning Methods 2	350	150	150	30	20	5
10	Teaching Practice	490	100	120	190	80	7
		1,890	**680**	**700**	**320**	**190**	**30**

Table 4. 2: *Breakdown of Training Time for Teaching Subjects*

No.	Combination	Subjects	Number of Periods per Week	Training Period per Academic Term				Number of Hours for all Activities
				First Year		Second Year		
				Term I	Term II	Term I	Term II	
1.	Language	Kiswahili Teaching and Learning Methods	5	150	150	30	20	350

No.	Combination	Number of Periods per Week	Number of Periods per Week	Training Period per Academic Term				Number of Hours for all Activities
				First Year		Second Year		
				Term I	Term II	Term I	Term II	
		Arabic Teaching and Learning Methods	5	150	150	30	20	350
		Chinese Teaching and Learning Methods	5	150	150	30	20	350
		French Teaching and Learning Methods	5	150	150	30	20	350
		English Teaching and Learning Methods	5	150	150	30	20	350
2	Mathematics	Mathematics Teaching and Learning Methods	5	150	150	30s	20	350
3	Science	Science Teaching and Learning Methods	5	150	150	30	20	350

No.	Combination	Subjects	Number of Periods per Week	Training Period per Academic Term				Number of Hours for all Activities
				First Year		Second Year		
				Term I	Term II	Term I	Term II	
4	Social Science	Geography and Environment Teaching and Learning Methods	5	150	150	30	20	350
		Mbinu za Ufundishaji na ujifunzaji wa Historia ya Tanzania na Maadili	5	150	150	30	20	350
5	Arts and Sports	Arts and Sports Teaching and Learning Methods	5	150	150	30	20	350

NB: A student attending Teacher Education for Diploma in Primary Education shall take all professional and general subjects. Moreover, they will take two teaching subjects that they will select based on the combination they studied in Form Five and Six. As for the language subjects, the student teacher shall study teaching methods for at least one language out of Kiswahili, English, French, Chinese and Arabic.

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 languages of instruction at Diploma in Primary Education level. 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 Primary Education

Involvement of parents/guardians and other education stakeholders is very important in making the student teacher's teaching and learning successful. These stakeholders have 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 on the Implementation of the Teacher Education Curriculum for Diploma in Primary Education

Management of the implementation of the Teacher Education Curriculum for Diploma in 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 the teacher training programme. Management of the curriculum at college level will be done 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 Primary Education aims at getting feedback on how the teaching and learning process is taking place, including success, challenges, and how to solve them to achieve the expected results. Therefore, 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 Education.

Part Five

Assessment of the Learning Progress

This curriculum shall use the assessment system that takes into consideration the 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 colleges during the teaching and learning process while external assessment will be coordinated by the relevant authorities. Different assessment methods will be employed to assess theory and practice during the entire process of teaching and learning. Such methods include brainstorming, investigation, quizzes, face to face questions, tests, practical work, and projects. Other methods include practical exercises, presentations, as well as end-of-term and final examinations depending on the objectives of the assessment, demands of the subject, diverse needs of the student, and the competence intended to be developed. Furthermore, the curriculum emphasises the use of various the assessment tools such as checklist, questionnaire, portfolio, and student teacher's learning progress form.

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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