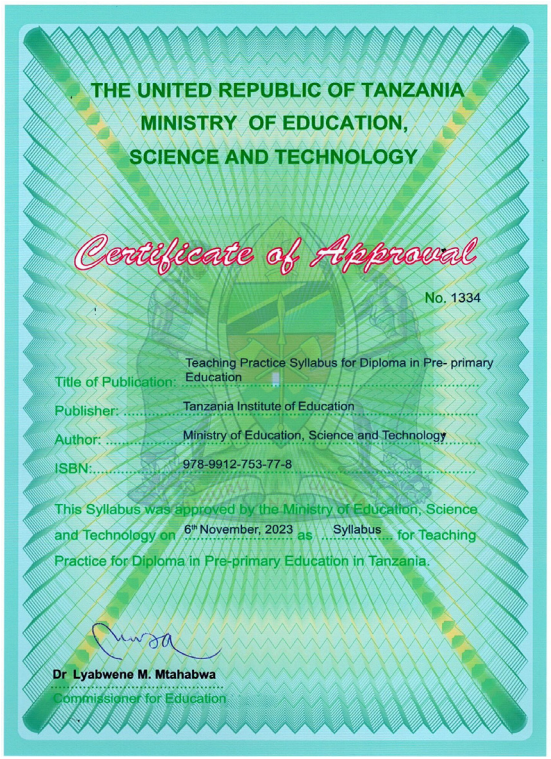
THE UNITED REPUBLIC OF TANZANIA
MINISTRY OF EDUCATION, SCIENCE AND TECHNOLOGY



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Dr Lyabwene M. Mtahabwa
Commissioner for Education

TEACHING PRATICE SYLLABUS FOR DIPLOMA IN PRE-PRIMARY EDUCATION
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Abbreviations and Acronyms

ICT	Information and Communication Technology
TIE	Tanzania Institute of Education
MoEST	Ministry of Education Science and Technology

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Dkt. Aneth A. Komba

Director General

Tanzania Institute of Education

1.0 Introduction

Teaching Practice subject is a mandatory part of Diploma in Pre-primary Education. Learning this subject will enable the student teacher to have the ability to analyse various assessment and evaluation methods in early childhood education, master the techniques for developing tools for assessing a child's growth and progress, and be proficient in providing appropriate interventions based on the results of assessments and evaluations to enhance teaching and learning. The student teacher should therefore demonstrate the ability to assist a child in learning, measure the child's progress, improve teaching capabilities, and assess the quality of their teaching. Moreover, they are expected to be resourceful in creating conducive teaching and learning environments.

The Syllabus of the Teaching Practice subject for Diploma in Pre-primary Education level has been developed in line with the 2023 Curriculum. This syllabus focuses on using facilitation techniques that empower the student teacher to take the lead in learning activities. The recommended activities are those that promote critical thinking, reflection, and knowledge acquisition from various sources to address teaching and learning challenges. Therefore, the tutor should carefully read all sections in order to plan an effective implementation of this syllabus.

2.0 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, as well as 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 enhance 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.

3.0 Objectives of Teacher Education

3.1 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.

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, the ethics of the teaching profession, ethical principles, and the foundations of teaching;

(b) Develop competence in teaching and learning methods;

(c) Develop competence in assessment and evaluation methods based on competence development;

(d) Develop innovation and creativity in teaching and learning while considering the child's needs;

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

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

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

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

4.0 Competences for Diploma in Pre-primary Teacher Education

The general competence of Teacher Education for a Diploma in Pre-primary Education aims at enabling a student teacher to:

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

(b) Master of 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, taking into account the Child's needs;

(e) Use ICT and assistive technology 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 enhancing teaching, learning and assessment (i.e., classroom-based research).

5.0 Main and Specific Competences

The Teaching Practice Subject Syllabus for Pre-Primary Teachers Education has main and specific competences which are expected to be attained by student teacher as presented in Table 1.

Table 1: *Main and Specific Competences for First and Second Year*

Main Competence	Specific Competences
1.0 Master the techniques of teaching and learning in pre-primary education	1.1 Describe techniques of teaching and learning in pre-primary education
2.0 Prepare teaching and learning environment in pre-primary education	2.1 Prepare teaching and learning environment
	2.2 Prepare teaching and learning tools
	2.3 Prepare a safe, active and inclusive class
3.0 To facilitate learning in pre-primary class while observing competence development	3.1 Managing a class in teaching and learning 3.2 Use games and arts as tools for teaching and learning 3.3 Use methods, technology and other assistive devices for teaching and learning based competence development 3.4 Integrate crosscutting issues in child care, teaching and learning 3.5 Integrate the use of ICT in teaching and learning of Pre-primary education 3.6 Use teaching and learning methods for a large class inclusive class 3.7 Assess, evaluate, and provide feedback on the growth of the child, based on competence development 3.8 Provide guidance and counselling on child care, teaching and learning

6.0 Roles of Tutor, Student-Teacher and Parent/Guardian in Teaching and Learning

The teaching and learning process depends on collaboration among the tutor, student teacher and parent/guardian. Their roles are described in the following subsection.

6.1 The Tutor

The tutor is expected to:

(a) Promote teaching and learning based on 21st Century skills;

(b) Create an enabling teaching and learning environment, including improvisation of the resources;

(c) Provide a fair and equitable fostering environment to student teachers regardless of their differences; and

(d) Identify the student teacher's special requirements and provide him/her with appropriate support.

6.2 Student Teacher

The student teacher is expected to:

(a) Participate effectively in training activities inside and outside the classroom to ensure that he or she develops appropriate competence in various areas including classroom management, instructional and assessment methods that will enable him or her to determine student's progress and improve the teaching and learning process;

(b) Participate in continuous through schools in the neighbourhood of the college to put the learning theories into practice Some of the learning theories are personality, lesson preparation, teaching and learning methods, preparation and use of teaching and learning resources and learning assessment; and

(c) Participate in a one-year internship under the guidance of experienced teachers to strengthen competence and professionalism/expertise in the teaching profession;

(d) Collaborate with other student teachers and the tutor in the learning process; and

(e) Comply with the college rules and regulations.

6.3 Parent/Guardian

The parent/guardian is expected to:

(a) Supervise and monitor the student teacher's behaviour and his/her academic/learning progress; and

(b) Provide the student teacher with the requirements and learning materials.

7.0 Teaching and Learning Methods

Teaching and learning at the level of Pre-primary Teacher Education is based on knowledge, skills and attitudes. The student teacher is expected to gain knowledge about previous education and spend a lot of time doing practical activities based on the knowledge already acquired. The tutor should use interactive methods that will enable the student teacher to build the intended competences. The methods suggested in this syllabus are those that involve the student teacher in the whole act of learning and teaching based on various needs and abilities. These methods include songs, stories, games, demonstrations, gallery tours, role plays, study tours and group discussions. These methods will also enable the trainee teacher to be creative, think realistically, communicate, collaborate, seek knowledge from various sources and solve various challenges in their daily life. The tutor is advised to guide the student teacher to be creative and flexible in using participatory methods during teaching practice and to select teaching and learning aids using the real environment of the student.

8.0 Teaching and Learning Resources

Teaching and learning resources in Pre-primary Teacher Education should be interactive and fulfil the learning needs. The tutor should ensure that the student teacher gets a chance to make and use the teaching and learning resources. The tutor is advised to use the resources available in the surrounding environment. Suggested teaching and learning resources include; computers, printers, tablets, discs, texts containing information related to the relevant competencies, creative and non-creative texts, graphics, photographs, audio, television, film, radio, physical objects, and a dictionary. These resources are shown in Table 3 and 4.

9.0 Assessment of Learning Progress

The assessment for the student teacher learning progress will be based on the criteria defined in each learning activity. The assessment tools should be those that focus on building the competence of the student teacher. The tutor should examine the student teacher in all aspects of learning which are knowledge, skills and attitudes. In addition, it is important to examine the progress of the student teacher in order to determine the level of performance reached in all aspects of learning. The assessment result will help to make improvement to attain the goals of teacher for Pre- primary Education are met.

The tutor is required to develop various assessment activities to promote learning. Summative assessment will carry thirty percent (30%) and continuous assessment will carry seventy percent (70%) of the total marks. Continuous assessment will be as follows: First year annual examinations will carry 10%, improvisation of Project works will carry 15%. The teaching practice will be categorised into microteaching will be 20% and teaching in neighbouring school 25%. For a student teacher to be awarded a certificate, he/she should get at least 50% of the continuous assessment marks and 50% of summative assessment marks. If a student teacher fails to get the marks, he/she may repeat the assessment twice within three years. Table 2 shows the distribution of marks for continuous assessment.

Table 2: *Distribution of Continuous Assessment Marks in Percentage*

SN	Assessment	Percentage (%)
1	First Year Annual Examination	10
2	Improvisation Project	15
3	Microteaching	20
4	Teaching in neighbouring school	25
	TOTAL	**70**

10.0 Number of Periods

Teaching Practice Syllabus for Diploma in Pre-Primary Teacher Education provides an estimate of the time that will be spent on teaching and learning based on the weight of specific competencies and activities to be performed by the student teacher. The estimated time is based on periods allocation where each period is 60 minutes. This lesson has a total of ten (10) periods per week.

11.0 Teaching and Learning Content

Teaching Practice Syllabus for Diploma in Pre-primary Teacher Education contains content that is organised into six components which are; main competence, specific competence, learning activities, assessment criteria, teaching and learning aids and the number of periods. Table 3 and 4 show the content that should be taught in the First and Second Year.

Table 3: *Detailed Contents for First Year*

Main Competence	Specific Competence	Learning Activities	Assessment Criteria	Suggested Resources	Number of Periods
1.0 Master the techniques of teaching and learning in pre-primary education	1.1 Describe techniques of teaching and learning in pre-primary education	(a) Describe techniques of teaching and learning of pre-primary education *(meaning, significant, the uses and its obstacles)*	Techniques of teaching and learning in pre-primary education are described	Different techniques text of teaching and learning, video with different teaching and learning techniques	10
2.0 Creating a conducive teaching and learning environment in pre-primary education	2.1 Creating a conducive teaching and learning environment.	(a) Analyzing the concept of a teaching and learning environment	The concept of the teaching and learning environment has been analyzed	Subject syllabus, textbooks, supplementary books, real learning environments, a chart with the principles of the teaching and learning environment, and various texts with content related to the subject matter.	68

Main Competence	Specific Competence	Learning Activities	Assessment Criteria	Suggested Resources	Number of Periods
		(b) Identifying the principles of creating a teaching and learning environment	The principles of creating a teaching and learning environment have been identified		
		(c) Creating a teaching and learning environment in various contexts	The teaching and learning environment has been created with consideration of various contexts		
	2.2 Prepare teaching and learning aids	(a) Prepare teaching and learning aids	Teaching and learning aids are well prepared	Materials used for preparing specific teaching and learning aids such as boxes, scissors glue and soil	46
		(b) Safekeeping of teaching and learning aids	Teaching and learning aids are safely kept		
		(c) Prepare teaching and learning toolkit	Teaching and learning toolkit are well prepared		

Main Competence	Specific Competence	Learning Activities	Assessment Criteria	Suggested Resources	Number of Periods
	2.3 Prepare a safe, active and inclusive class	(a) Arrange the classroom according to the relevant context and child's need	Classroom has been well arranged according to the relevant context and child's need	Example of classroom picture arranged according to the contexts and child's needs	64
		(b) Arrange the tools in learning corners	The tools are properly arranged in the learning corners	Teaching and learning tools improvised based on real context and child's needs such as real objects, drawings, or tactile pictures Example of classroom picture arranged according to the contexts and child's needs	

Main Competence	Specific Competence	Learning Activities	Assessment Criteria	Suggested Resources	Number of Periods
3.0 Facilitate learning in a Pre-primary class while observing competence development	3.1 Managing the class in teaching and learning	(a) Identify the needs of each child in teaching and learning	Needs of each child in teaching and learning are well identified	Questionnaire for identifying child needs	120
		(b) Encourage child participation in learning	Child participation in learning is properly encouraged	Early identification tools for child needs	
		(c) Use rules and regulations in supervising classroom during teaching and learning	Rules and regulations in supervising classroom during teaching and learning are appropriately use	Content video used to show rules and regulation in supervising classroom during teaching and learning Chart of rules and regulation for supervising the classroom during teaching and learning	

Main Competence	Specific Competence	Learning Activities	Assessment Criteria	Suggested Resources	Number of Periods
		(d) Use methods and tools which are participatory and inclusive during teaching and learning	Methods and tools which are participatory and inclusive during teaching and learning are correctly used	Teaching and learning aids such as real objects and pictures or tactile pictures	
	3.2 Use sports and arts as tools for teaching and learning	(a) Use sport and arts in teaching and learning *(demonstration lesson in colleges)*	Sport and arts are properly used in teaching and learning	Sport tools according to the specific art such as songs, ngoma, role-play, drum and whistle	60

Table 4: *Detailed Contents for Second Year*

Main Competence	Specific Competence	Learning Activities	Assessment Criteria	Suggested Resources	Number of Periods
3.0 To facilitate learning in a pre-primary class while observing competence development	3.2 Use sport and arts as tools for teaching and learning	(b) Use sport arts and games in teaching and learning *(the teaching of real class under the tutor's supervision/ subject teacher and teaching in school environment under the subject teacher and tutor's supervision)*	Arts and sport are appropriately used in teaching and learning	Sport tools according to the specific game such as skipping rope, kombolera, rede, seek and hide, mdako, drum and whistle	46
	3.3 Use methods, technologies and assistive devices in teaching and learning based on competence development.	(a) Teach by using methods, technology and other assistive devices	Methods, technologies and other assistive devices are appropriately used in teaching	Various ICT tools and assistive technologies, such as tablets, computer, TV and projector Content videos that show how to use	36

Main Competence	Specific Competence	Learning Activities	Assessment Criteria	Suggested Resources	Number of Periods
				methods, technologies and other assistive tools in teaching and learning	
	3.4 Integrate crosscutting issues in caring, teaching and learning	(a) Integrate crosscutting issues in teaching and learning	Crosscutting issues are properly integrated in teaching and learning	Texts about crosscutting issues such as inclusive education, ethics, and peace and security	28
	3.5 Integrate the use of ICT in teaching and learning of Pre-primary Education	(a) Use ICT in teaching and learning	ICT in teaching and learning is well used	Various ICT tools and assistive technologies, such as tablets, computer, TV and projector	

Main Competence	Specific Competence	Learning Activities	Assessment Criteria	Suggested Resources	Number of Periods
				Content videos that show how to use methods, technology and other assistive tools in teaching and learning	
	3.6 Use teaching and learning methods for a large inclusive class	(a) Teach a large and inclusive class by using participatory methods and interactive tools	Participatory methods and interactive tools are properly used in teaching a large and inclusive class	Various visual aids, real pictures/ tactile drawings	38
		(b) Create activities that stimulate more than one sensory organ	Activities that stimulate more than one sensory organ are clearly created	Content videos that show how teaching and learning in large and inclusive class	

Main Competence	Specific Competence	Learning Activities	Assessment Criteria	Suggested Resources	Number of Periods
	3.7 Assess, evaluate and provide feedback on the growth of the child based on competence development	(a) Use methods and assessment tools including ICT in assessing and evaluating learning progress and child growth	Methods and assessment tools including ICT are properly used in assessing and evaluating learning progress and child growth	Sample of tools for assessing child learning development such as interviews, questionnaire and portfolio Checklist for following up the child learning development	78
		(b) Make follow up on child learning development and growth	Follow up on child learning development and growth is appropriately made	Register book of child learning development and growth	
		(c) Provide feedback on child's learning development	Feedback on child's learning development is timely provided	Examination guide for child's learning development	

Main Competence	Specific Competence	Learning Activities	Assessment Criteria	Suggested Resources	Number of Periods
		(d) Use assessment results in improving performance, teaching and learning	Assessment results in improving performance, teaching and learning are appropriately used	Child learning development report	
	3.8 Provide guidance and counselling on child care, teaching and learning	(a) Identify children with guidance and counselling needs	Children with guidance and counselling needs are accurately identified	A guide for guidance and counselling Reports for child learning development Content videos and texts that show how to give guidance and counselling to a child about issues which affect learning	46
		(b) Provide guidance and counselling to a child	Guidance and counselling to a child is appropriate provided		

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