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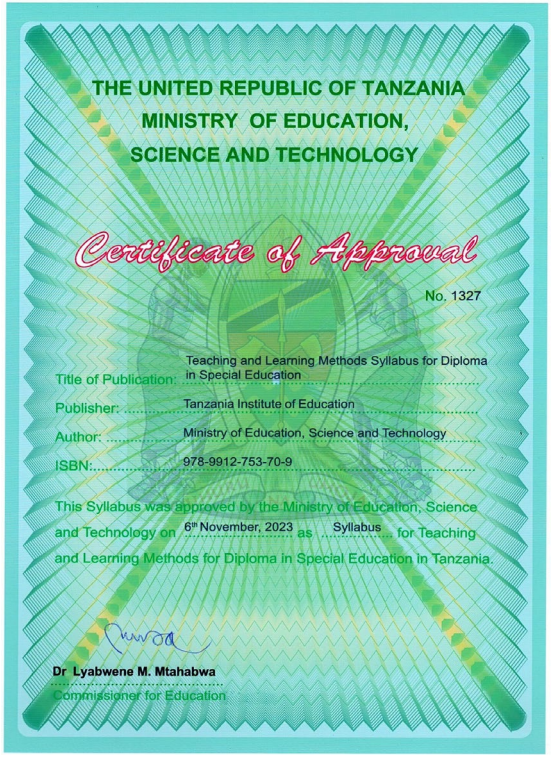
MINISTRY OF EDUCATION SCIENCE AND TECHNOLOGY



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Dr Lyabwene M. Mtahabwa
Commissioner for Education

TEACHING AND LEARNING METHODS SYLLABUS FOR DIPLOMA IN SPECIAL EDUCATION

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Finally, in a special way, TIE would like to thank the Ministry of Education, Science and Technology for facilitating preparation and distribution of this syllabus.



Dr Aneth A. Komba
Director General
Tanzania Institute of Education

1.0 Introduction

The Teaching and Learning Methods subject for Diploma in Special Education aims at enabling the student teacher to acquire the knowledge, skills and attitudes that will develop their competences and be able to facilitate teaching and learning based on the diverse needs of the student. This subject has five categories: Visual impairment, Deaf-blindness, Hearing impairment, Autism, and Intellectual impairment. The student teacher will choose methods for teaching only two categories out of the five mentioned.
The stated competences in each category will enable the student teachers to demonstrate various teaching and learning methods to a pupil with special learning needs. However, student teachers will analyse the concept of disability which will enable them to identify pupils with various learning needs in schools and provide intervention.

This Syllabus is designed to guide tutors on methods of teaching and learning in special education in Tanzania Mainland. The syllabus interprets the competences indicated in the 2023 Diploma Teacher Education Curriculum in Special Education. The syllabus will enable tutors to effectively plan their teaching and learning processes. It also provides teaching and learning opportunities that help tutors to apply different methods and strategies to enhance student teachers to develop 21st Century skills. The skills include critical thinking, creativity, collaboration, communication and problem-solving.

Moreover, student teachers will learn how to integrate crosscutting issues and ICT in facilitating the teaching and learning for pupils with special learning needs.

2.0 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.

3.0 The Objectives of Teacher Education

3.1 The Main Objective of Teacher Education

The main objective of teacher education is to prepare a professional and competent teacher capable of 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.

3.2 Specific Objectives of Teacher Education

The specific objectives of teacher education are to enable a 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).

4.0 General Competences of Diploma in Special Education

The general competence of Teacher Education for a Diploma in Special 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 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).

5.0 Main Competences and Specific Competences

The Teaching and Learning Methods Syllabus for Dipoloma in Special Education has main and specific competences to be developed as presented in Table 1.

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

Main competences	Specific competences
1.0 Develop mastery of teaching and learning methods for a pupil with visual impairment	1.1 Analyse various teaching and learning methods for a pupil with visual impairment 1.2 Demonstrate mastery of methods for teaching and learning reading skills for a pupil with visual impairmen 1.3 Demonstrate mastery of methods for teaching and learning writing skills to a pupil with visual impairment 1.4 Demonstrate mastery of methods for teaching and learning mathematics skills to a pupil with visual impairment 1.5 Demonstrate mastery of methods for teaching and learning orientation and mobility training to a pupil with visual impairment 1.6 Demonstrate mastery of methods for teaching and learning outside the classroom for a pupil with visual impairment
2.0 Demonstrate mastery of teaching and learning methods for a pupil with deaf-blindness	2.1 Analyse various teaching and learning methods for a pupil with deaf-blindness 2.2 Demonstrate mastery of methods for teaching and learning reading skills to a pupil with deaf-blindnes 2.3 Demonstrate mastery of methods for teaching and learning writing skills to a pupil with deaf-blindness 2.4 Demonstrate mastery of methods for teaching and learning mathematical skills to a pupil with deaf-blindness 2.5 Demonstrate mastery of methods for teaching and learning orientation and mobility training to a pupil with deaf-blindness 2.6 Demonstrate mastery of methods for teaching and learning outside the classroom for pupil with deaf-blindness

Main competences	Specific competences
3.0 Demonstrate mastery of teaching and learning methods for a pupil with hearing impairment	3.1 Analyse various teaching and learning methods for a pupil with hearing impairment 3.2 Demonstrate mastery of methods for teaching and learning reading skills to a pupil with hearing impairment 3.3 Demonstrate mastery of methods for teaching and learning writing skills to a pupil with hearing impairment 3.4 Demonstrate mastery of methods for teaching and learning outside the classroom for a pupil with hearing impairment
4.0 Demonstrate mastery of teaching and learning methods for a pupil with autism	4.1 Analyse various teaching and learning methods for a pupil with autism 4.2 Demonstrate mastery of the methods for behaviour modification, socialisation, and communication to a pupil with autism 4.3 Demonstrate mastery of methods for teaching and learning outside the classroom for a pupil with autism
5.0 Demonstrate mastery of teaching and learning methods for a pupil with intellectual impairment	5.1 Analyse various teaching and learning methods for a pupil with intellectual impairment 5.2 Demonstrate mastery of the methods for behaviour modifications to a pupil with intellectual impairment 5.3 Demonstrate mastery of methods for teaching and learning outside the classroom for pupil with intellectual impairment

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. This includes methods that will make a student teacher the centre of learning. Some of the recommended methods are those that help the student teacher develop the ability to think, reflect, and seek knowledge from various sources to solve teaching and learning challenges;
(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 The 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 and instructional and assessment methods. The acquired competence will enable the student teacher to determine the student's progress and improve the teaching and learning process;
(b) Participate in continuous training at schools in the college neighbourhood to apply the learning theories;
(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 fellow student teachers and the tutor in the learning process; and
(e) Comply with the college rules and regulations.

6.3 The 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

The subject of Teaching and Learning Methods for Diploma in Special Education is focuses on competece based curriculum whereby a student becomes the centre knowledge and the tutor remains a facilitator. The tutor should use interactive methods that will enable the student teacher to build the intended competences. The methods recommended in this syllabus are those that involve the student teacher in the whole process of teaching and learning, considering learners various needs and abilities. These methods include: critical thinking, group discussion, and participate in providing feedback, other methods include study tour, role play, practical and other useful methods and respective environment.

The tutor is advised to guide the student teacher to be creative and flexible in using participatory methods during teaching practice and select relevant teaching and learning aids found in their immediate environment.

8.0 Teaching and Learning Resources

Teaching and learning resources should be interactive and cater for diverse learning needs. The tutor is advised to use the resources available in the surrounding environment. The tutor should ensure that the student teacher is given an opportunity to either see, hear or touch the teaching and learning resources. The tutor is advised to use the aids available in the immediate environment. Suggested teaching and learning aids include; texts, drawing, pictures, tictale pictures and drawings, tape recorder, Snellen chart, E-chart, Lea chart, Blain model, Eye model, hear model, Tanzania Sign Language Dictionary, Tanzania Sign Language chart, colour vision, and Bloka string and real objects.

9.0 Assessment

The assessment for the learning progress of the student teacher will be based on the criteria defined in each learning activity. The assessment tools are those that will focus on building the competences of the student teacher. The tutor should examine the student teacher in all aspects of testing, 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 results will help to make improvements to ensure that the goals of Primary Teacher Education are attained.

Assessment of progress will be based on criteria defined in each learning activity. The tools designed to be used in assessment include exercises, oral questions, tests, questionnaires, portfolios, diaries, assignments, class presentations, and end-of-term exams. The tutor should design more assessment activities to stimulate learning. Final assessment will contribute to 30% and continuous assessment will contribute to 70% of the overall assessment. A student teacher must pass the continuous assessment with at least 50% and 50% of the final examination in order to be awarded a certificate. Whoever fails can reseat for the exams twice within three years. Table. 2 show percentage distribution in continuous assessment.

Table 2: *Allocation of Continuous Assessment Scores*

No.	Assessment activities	Distribution (%)
1	Annual Examination	10
2	Project	15
3	Micro-Teaching	20
4	Teaching in neighbouring school	25
	Total	**70**

10.0 Number of Periods

This syllabus provides an estimate of 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 by each period is 60 minutes. This lesson has a total of two periods per week.

11.0 Teaching and Learnig Content

The content of this syllabus is organised into six components, which are; main competences, specific competences, learning activities, assessment criteria, teaching and learning resources and the number of periods as presented in Table 3 and Table 4.

Table 3: *Content for First Year*

VISUAL IMPAIRMENT TEACHING AND LEARNING CONTENT					
Main competences	**Specific competences**	**Learning activities**	**Assessment criteria**	**Suggested teaching and learning resources**	**Number of periods**
1.0 Develop mastery of teaching and learning methods for a pupil with visual impairment	1.1 Analyse various teaching and learning methods for a pupil with visual impairment	(a) Describe the concept of visual impairment	The concept of visual impairment based on meaning, types, indicators, means of communication are clearly described	Texts on the concept of visual impairment	37
		(b) Analyse the challenges facing a pupil with visual impairment	Challenges facing a pupil with visual impairment are clearly analysed	Texts and videos on challenges facing a pupil with visual impairment	
		(c) Demonstrate mastery of methods for early identification of a pupil with visual impairment and their learning needs	Methods for early identification of a pupil with visual impairment and their learning needs are clearly demonstrated	Videos showing early identification method for visual impairment levels, Lea charts, Snellen chart, cards, tape measure, eye patch, optotype charts, colour vision, and Bloka string	

VISUAL IMPAIRMENT TEACHING AND LEARNING CONTENT					
Main competences	**Specific competences**	**Learning activities**	**Assessment criteria**	**Suggested teaching and learning resources**	**Number of periods**
		(d) Describe the methods of teaching and learning for a pupil with visual impairment	Methods of teaching and learning for a pupil with visual impairment are described correctly	Texts and pictures/ videos on methods of teaching and learning for a pupil with visual impairment	
		(e) Describe appropriate intervention methods for a pupil with visual impairment	Appropriate intervention methods for a pupil with visual impairment are described	Texts on appropriate intervention methods for a pupil with visual impairment	
	1.2 Demonstrate mastery of methods for teaching and learning reading skills for a pupil with visual impairment	(a) Demonstrate mastery of teaching and learning methods in reading skills for large print	Teaching and learning methods in reading skills for large print are clearly demonstrated	Enlarged pictures and printed texts	44

VISUAL IMPAIRMENT TEACHING AND LEARNING CONTENT					
Main competences	**Specific competences**	**Learning activities**	**Assessment criteria**	**Suggested teaching and learning resources**	**Number of periods**
		(b) Demonstrate mastery of basics of English and Kiswahili Braille	Basics of English and Kiswahili Braille are clearly demonstrated	Texts on basics of English and Kiswahili Braille, Perkins Braille, Braille paper	
		(c) Demonstrate mastery of basics of reading tactile pictures	Basics of reading of tactile pictures are clearly demonstrated.	Texts on reading tactile pictures .	
		(d) Demonstrate mastery of using teaching and learning methods for skills of reading Braille texts (English and Kiswahili)	Teaching and learning methods for skills of reading Braille texts (English and Kiswahili) are clearly demonstrated	Pictures/videos showing the uses of methods in teaching and learning reading skills in English and Kiswahili Braille texts	
		(e) Demonstrate mastery of using teaching and learning methods for skills of reading tactile pictures	Teaching and learning methods for skills of reading tactile pictures are well demonstrated	Texts on skills of reading tactile pictures, and pictures/videos showing tactile picture reading skills	

VISUAL IMPAIRMENT TEACHING AND LEARNING CONTENT					
Main competences	**Specific competences**	**Learning activities**	**Assessment criteria**	**Suggested teaching and learning resources**	**Number of periods**
		(f) Demonstrate mastery of improvisation of simple assistive devices in teaching and learning reading skills for a pupil with visual impairment	Improvisation of simple assistive devices in teaching and learning reading skills for a pupil with visual impairment is well demonstrated	Texts on improvisation of simple assistive devices and pictures show improvisation of simple assistive devices	
		(g) Demonstrate mastery of the use of technology and other assistive devices in developing reading skills for a pupil with visual impairment	Technology and other assistive devices in developing reading skills for a pupil with visual impairment are effectively used	Pictures, videos showing the use of technology and other assistive devices	

VISUAL IMPAIRMENT TEACHING AND LEARNING CONTENT					
Main competences	**Specific competences**	**Learning activities**	**Assessment criteria**	**Suggested teaching and learning resources**	**Number of periods**
	1.3 Demonstrate mastery of methods for teaching and learning writing skills to a pupil with visual impairment	(a) Demonstrate mastery of using teaching and learning methods for skills of writing Braille texts (English and Kiswahili)	Teaching and learning methods for skills of writing Braille texts (English and Kiswahili) are clearly demonstrated	Texts on the uses methods of teaching and learning writing skills in Braille texts (English and Kiswahili)	32
		(b) Demonstrate mastery of using teaching and learning methods for skills of drawing and embossing tactile pictures	Teaching and learning methods for skills of drawing and embossing tactile pictures are effectively used	Texts, Picture/ tactile picture, of teaching and learning methods for skills of drawing and embossing tactile pictures	
		(c) Demonstrate mastery of improvisation of simple assistive devices in teaching and learning writing skills for a pupil with visual impairment	Improvisation of simple assistive devices in teaching and learning writing skills for a pupil with visual impairment is clearly demonstrated	Texts on improvisation of simple assistive devices and pictures show improvisation of simple assistive devices	

VISUAL IMPAIRMENT TEACHING AND LEARNING CONTENT					
Main competences	**Specific competences**	**Learning activities**	**Assessment criteria**	**Suggested teaching and learning resources**	**Number of periods**
		(d)Demonstrate mastery of the use of technology and other assistive devices in developing writing skills for a pupil with visual impairment	Technology and other assistive devices in developing writing skills for a pupil with visual impairment are effectively used	Texts on the uses of technology and other assistive devices	

VISUAL IMPAIRMENT TEACHING AND LEARNING CONTENT					
Main competences	**Specific competences**	**Learning activities**	**Assessment criteria**	**Suggested teaching and learning resources**	**Number of periods**
	1.4 Demonstrate mastery of methods for teaching and learning mathematics skills to a pupil with visual impairment	(a) Demonstrate mastery of basics of mathematics Braille	Basics of mathematics Braille are clearly demonstrated	Texts on the basics of mathematics Braille, Perkins Braille, A4 frame and stylus	37
		(b) Demonstrate mastery of using teaching and learning methods for mathematics skills using Braille texts (English and Kiswahili)	Teaching and learning methods for mathematics skills using Braille texts (English and Kiswahili) are effectively employed	Texts, Perkins Braille, A4 frame and stylus, and Braille paper of teaching and learning methods for mathematics skills using Braille texts	
		(c) Demonstrate mastery of using teaching and learning methods for skills of shapes and illustrations by using tactile pictures	Teaching and learning methods for skills of shapes and illustrations using tactile pictures are demonstrated	Texts on shapes and illustrations using tactile pictures	

VISUAL IMPAIRMENT TEACHING AND LEARNING CONTENT					
Main competences	**Specific competences**	**Learning activities**	**Assessment criteria**	**Suggested teaching and learning resources**	**Number of periods**
		(d) Demonstrate mastery of improvisation of simple assistive devices in teaching and learning mathematics skills for a pupil with visual impairment	Improvisation of simple assistive devices in teaching and learning mathematics skills for a pupil with visual impairment are clearly demonstrated	Texts on improvisation of simple assistive devices and pictures	
		(e) Demonstrate mastery of using technology and other assistive devices in mathematics skills for a pupil with visual impairment	Technology and other assistive devices in mathematics skills for a pupil with visual impairment are effectively used	Texts on the uses of technology and other assistive devices	

DEAF-BLINDNESS TEACHING AND LEARNING CONTENT					
Main Competences	**Specific competences**	**Learning activities**	**Assessment criteria**	**Suggested teaching and learning resources**	**Number of periods**
2.0 Demonstrate mastery of teaching and learning methods for a pupil with deaf-blindness	2.1 Analyse various teaching and learning methods for a pupil with deaf-blindness	(a) Describe the concept of deaf-blindness	The concept of deaf-blindness is correctly described	Text, pictures/ tacticle pictures on the concept of deaf-blindness	34
		(b) Analyse the challenges facing a pupil with deaf-blindness in learning	The challenges facing a pupil with deaf-blindness in learning are analysed	Texts on the challenges facing a pupil with deaf-blindness in learning	
		(c) Demonstrate mastery of early identification level of disability of a deaf-blindness pupil and their needs in learning	Early identification level of disability of a deaf-blindness pupil and their needs in learning is clearly demonstrated	Videos on early identification level of disability of a deaf-blindness, Lea chart, snellen chat, cards, tape measure, eye patch, *Ishihara* colour vision test and Bloka string	
		(d) Describe teaching and learning methods for a deaf-blindness pupil	Teaching and learning methods for a deaf-blindness pupil are described	Text and images /videos that demonstrate teaching and learning methods for deaf-blindness pupil, the learning chat, Snellen chat, and cards	

DEAF-BLINDNESS TEACHING AND LEARNING CONTENT					
Main Competences	**Specific competences**	**Learning activities**	**Assessment criteria**	**Suggested teaching and learning resources**	**Number of periods**
		(e) Describe appropriate methods of providing support for a pupil with deaf-blindness	Methods of providing support for a deaf-blindness pupil are described	Text regarding methods for providing support for a deaf-blindness pupil	
	2.2 Demonstrate mastery of methods for teaching and learning reading skills to a pupil with deaf-blindness	(a) Demonstrate the use of teaching and learning methods of reading skills for large print	Teaching and learning methods of reading skills for large print are effectively used	Large pictures and text with large print	50
		(b) Demonstrate mastery of basics of Braille writings in English and Kiswahili	Basics of Braille writings in English and Kiswahili are demonstrated	Texts on the basics of English and Swahili Braille, Braille writing paper, Perkins Braille, Orbit Reader 20, Braille tablet and stylus and cell accessories	
		(c) Demonstrate mastery of basics of tactile language	Basics of tactile language are clearly demonstrated	Texts on basics of tactile language	
		(d) Demonstate basics of reading tactile pictures	Basics of reading tactile pictures are clearly demonstrated	Texts on basics of reading tactile pictures	

DEAF-BLINDNESS TEACHING AND LEARNING CONTENT					
Main Competences	**Specific competences**	**Learning activities**	**Assessment criteria**	**Suggested teaching and learning resources**	**Number of periods**
		(e) Demonstrate mastery of the use of teaching and learning methods for English and Kiswahili Braille reading	The use of teaching and learning methods English and Kiswahili Braille reading are effectively used	Pictures/videos on the use of teaching and learning methods for reading Braille (English and Kiswahili), Braille paper, Perkins Braille, Orbit Reader 20, tablets, and Braille cell model	
		(f) Demonstrate mastery of the use of teaching and learning techniques for tactile reading skills	The use of teaching and learning techniques for tactile reading skills is demonstrated	Texts on tactile reading skills and tactile images demonstrating tactile reading skills	
		(g) Demonstrate mastery of the use of tactile language in teaching and learning tactile reading skills	Teaching and learning tactile reading skills are effectively used	Texts on the use of tactile language and tactile pictures showing the use of tactile language	
		(h) Demonstrate mastery of the improvisation of assistive devices in teaching and learning tactile reading skills for a deaf-blindness pupil	Improvisation of assistive devices in teaching and learning tactile reading skills for a deaf-blindness pupil are clearly demonstrated	Pictures on improvisation of simple assistive devices	

DEAF-BLINDNESS TEACHING AND LEARNING CONTENT					
Main Competences	**Specific competences**	**Learning activities**	**Assessment criteria**	**Suggested teaching and learning resources**	**Number of periods**
		(i) Demonstrate mastery of the use of technology and other assistive devices in develop reading skills for a deaf-blindness pupil	Technology and other assistive devices in develop reading skills for a deaf-blindness pupil are effectively used	Pictures and videos showing the use of technology and other assistive devices, and texts on the use of technology and other assistive devices	
	2.3 Demonstrate mastery of methods for teaching and learning writing skills to a pupil with deaf-blindness	(a) Demonstrate the use of teaching and learning methods for Braille writing skills (English and Kiswahili)	Teaching and learning methods for Braille writing skills (English and Kiswahili) are effectively used	Texts on Braille writing skills (in English and Kiswahili), Braille paper, Perkins Braille, Orbit Reader 20, tablets, and Braille cell model	31
		(b) Demonstrate the use of teaching and learning techniques for tactile drawing and embossing skills	Teaching and learning techniques for tactile drawing and embossing are effectively used	Pictures/tactile pictures, videos showing tactile drawing and embossing skills, texts on tactile drawing and embossing skills	
		(c) Demonstrate mastery of the improvisation of assistive devices in teaching and learning writing skills for a deaf-blindness pupil	Improvisation of assistive devices in teaching and learning writing skills for a deaf- blindness pupil is clearly demonstrated	Texts on improvisation of assistive devices, pictures showing improvisation of simple assistive devices	

DEAF-BLINDNESS TEACHING AND LEARNING CONTENT					
Main Competences	**Specific competences**	**Learning activities**	**Assessment criteria**	**Suggested teaching and learning resources**	**Number of periods**
		(d) Mastery of the use of technology and other assistive devices in developing writing skills for a deaf-blindness pupil	Technology and other assistive devices in developing writing skills for a deaf-blindness pupil are effectively used	Texts on the use of technology and other assistive devices	
	2.4 Demonstrate mastery of methods for teaching and learning mathematical skills to a pupil with deaf blindness	(a) Demonstrate mastery of the basics of mathematics Braille	The basics of mathematics Braille are clearly demonstrated	Texts on the basics of mathematics Braille, Perkins Braille, A4 Frame and stylus, and Braille paper	35
		(b) Mastery of the use of teaching and learning methods for mathematics skills by using Braille writings	Teaching and learning methods for mathematics skills by using Braille writing are effectively used	Texts on teaching and learning methods for mathematics skills by using Braille writings, Perkins Braille, A4 Frame and stylus and Braille paper for writing mathematical expressions	

DEAF-BLINDNESS TEACHING AND LEARNING CONTENT					
Main Competences	**Specific competences**	**Learning activities**	**Assessment criteria**	**Suggested teaching and learning resources**	**Number of periods**
		(c) Demonstrate mastery of using teaching and learning methods for skills of shapes and illustrations by using tactile pictures and tactile language	Teaching and learning methods for skills of shapes and illustrations by using tactile pictures and tactile language are clearly demonstrated	Texts on teaching and learning methods for skills of shapes and illustrations by using tactile pictures and tactile language	
		(d) Demonstrate mastery of the improvisation of assistive devices in teaching and learning writing skills for a deaf-blindness pupil	Improvisation of assistive devices in teaching and learning writing skills for a deaf- blindness pupil are clearly demonstrated	Texts on improvisation of assistive devices in teaching and learning writing skills for a deaf-blindness pupil and pictures showing improvisation of simple assistive devices	
		(e) Demonstare the uses of technology and other assistive devices to develop mathematics skills to a deaf blindness pupil	Technology and other assistive devices to develop mathematics skills to a deaf-blindness pupil are effectively used	Texts on the uses of technology and other assistive devices to develop mathematics skills to a deaf blindness pupil	

HEARING IMPAIRENT TEACHING AND LEARNING CONTENT					
Main Competence	**Specific Competence**	**Learning Activities**	**Assessment Criteria**	**Suggested teaching and Learning Resources**	**Number of periods**
3.0 Demonstrate mastery of teaching and learning methods for a pupil with hearing impairment	3.1 Analyse various teaching and learning methods for a pupil with hearing impairment	(a) Explain the concept of hearing impairement	The concept of hearing impairement is explained	Sign language chart, TSL dictionary, pictures/video,	57
		(b) Analyse the challenges facing pupils with hearing impairment in learning	The challenges facing pupils with hearing impairement in learning are analysed	Sign language chart, TSL dictionery	
		(c) Demonstrate mastery of methods for the early identification of the level of disability of pupils with hearing impairment and his or her needs in learning	Methods for the early identification of the level of disability of pupils with hearing impairment and his or her needs in learning are clearly demonstrate	Texts, pictures/videos on methods for the early identification of the level of disability of pupils with hearing impairment and his or her needs in learning audiometers, and images/videos	

HEARING IMPAIRENT TEACHING AND LEARNING CONTENT					
Main Competence	**Specific Competence**	**Learning Activities**	**Assessment Criteria**	**Suggested teaching and Learning Resources**	**Number of periods**
		(d) Describe various T/L methods for students with hearing impairment	Various T/L methods for students with hearing impairment are described	Texts on the methods for students with hearing impairment	
		(e) Describe the methods of intervention methods for a pupil with hearing impairment	Intervention methods for a pupil with hearing impairement are well described	Text on the intervention methods for a pupil with hearing impairment	
	3.2 Demonstrate mastery of methods for teaching and learning reading skills to a pupil with hearing impairment	(a) Develop the understanding of Tanzanian sign language (TSL)	Understanding of Tanzania Sign Language (TSL) are well developed	Texts on Tanzania Sign Language (TSL) text, Sign language chats	53
		(b) Demonstrate mastery of the use TSL in teaching and learning of reading skills for a pupil with hearing impairment	Teaching and learning of reading skills for a pupil with hearing impairment are effectively used	Texts on TSL text, Sign language charts and TSL dictionary	

HEARING IMPAIRENT TEACHING AND LEARNING CONTENT					
Main Competence	**Specific Competence**	**Learning Activities**	**Assessment Criteria**	**Suggested teaching and Learning Resources**	**Number of periods**
		(c) Demonstrate mastery of the improvisation of simple assistive device for reading skills for a pupil with hearing impairment	Improvisation of simple assistive device for reading skills for a pupil with hearing impairment are demonstrated	Texts on improvisation of simple assistive device for reading skills for a pupil with hearing impairment	
		(d) Demonstrate mastery of technology and other assistive devices in developing reading skills for a pupil with hearing impairment	Technology and other assistive devices in developing reading skills for a pupil with hearing impairment are clearly demonstrated	Texts on Technology use text and other assistive devices in developing Tanzania sign language chart (TSL)	

HEARING IMPAIRENT TEACHING AND LEARNING CONTENT					
Main Competence	**Specific Competence**	**Learning Activities**	**Assessment Criteria**	**Suggested teaching and Learning Resources**	**Number of periods**
	3.3 Demonstrate mastery of methods for teaching and learning writing skills to a pupil with hearing impairment	(a) Demonstrate mastery on the use of methods for teaching and learning and writing skills to a pupil with hearing impairment	Teaching and learning methods in writing skills to a pupil with hearing impairment are effectively demonstrated	Text on the uses of methods for teaching and learning writing skills and TSL dictionary	40
		(b) Demonstrate mastery of improvisation of simple assistive devices in teaching and learning and writing skills to a pupil with hearing impairment	Improvisation of simple assistive devices in teaching and learning and writing skills to a pupil with hearing impairment are clearly demonstrated	Texts on of improvisation of simple assistive devices	
		(c) Demonstrate mastery of the use of technology and other assistive devices in developing writing skills for a pupil with hearing impaiment	Technology and other assistive devices in developing writing skills for a pupil with hearing impairment are effectively used	Text on the uses of technology and other assistive devices and TSL dictionary	

AUTISM TEACHING AND LEARNING CONTENT					
Main Competence	**Specific Competence**	**Learning Activities**	**Assessment Criteria**	**Suggested Teaching and Learning Resources**	**Number of Periods**
4.0 Demonstrate mastery of teaching and learning methods for a pupil with autism	4.1 Analyse various teaching and learning methods for a student with autism	(a) Explain the concept of autism	The concept of autism is well explained	Pictures/videos and texts on pupil with autism	86
		(b) Describe the challenges facing a pupil with autism in learning	Challenges facing a pupil with autism in learning are well described	Texts on challenges facing a pupil with autism in learning	
		(c) Demonstrate mastery of methods for the early identification of the level of disability of a pupil with autism and their learning needs	Methods for the early identification of the level of disability of a pupil with autism and their learning needs are demonstrated	Texts on the methods for the early identification of the level of disability of a pupil with autism and their learning needs	
		(d) Describe various methods of teaching and learning for a pupil with autism	Methods of teaching and learning for a pupil with autism are described.	Texts on various methods of teaching and learning for a pupil with autism and coloured pictures	
		(e) Describe appropriate intervention methods for a pupil with autism	Appropriate intervention methods for a pupil with autism are well desribed	Texts on appropriate intervention methods for a pupil with autism and coloured pictures	

AUTISM TEACHING AND LEARNING CONTENT					
Main Competence	**Specific Competence**	**Learning Activities**	**Assessment Criteria**	**Suggested Teaching and Learning Resources**	**Number of Periods**
	4.2 Demonstrate mastery of the methods for behaviour modification, socialisation, and communication to a pupil with autism.	(a) Demonstrate mastery of the methods for behaviour modification, socialisation, and communication to a pupil with autism	Methods for behaviour modification, socialisation, and communication to a pupil with autism are clearly demonstrated	Texts on the methods for behaviour modification, socialisation, and communication to a pupil with autism	64
		(b) Demonstrate mastery of various methods of teaching and learning to a pupil with autism	Various methods of teaching and learning to a pupil with autism are clearly demonstrated	Texts, pictures and video on various methods of teaching and learning to a pupil with autism	

INTELLECTUAL IMPAIRMENT TEACHING AND LEARNING CONTENT					
Main Competence	**Specific Competence**	**Learning Activities**	**Assessment Criteria**	**Suggested Teaching and Learning Resources**	**Number of Periods**
5.0 Demonstrate mastery of teaching and learning methods for a pupil with intellectual impairment	5.1 Analyse various teaching and learning methods for a pupil with intellectual impairment	(a) Explain the concept of intellectual impairment	The concept of intellectual impairment is explained	Texts on concept of intellectual impairment	83
		(b) Demonstrate mastery of skills to analyse the challenges of intellectual impairment	The challenges of intellectual impairment are analysed	Texts on the challenges of intellectual impairment	
		(c) Demonstrate mastery of methods for the early identification of the level of disability of a pupil with intellectual impairment and his or her learning needs	Methods for the early identification of the level of disability of a pupil with intellectual impairment and his or her learning needs are clearly demonstrated	Texts on methods for the early identification of the level of disability of a pupil with intellectual impairment and his or her learning needs, balls, drums, whistle and assessment forms	
		(d) Describe various methods of teaching and learning for a pupil with intellectual impairment	Various methods of teaching and learning for a pupil with intellectual impairment are described	Pictures on various methods of teaching and learning for a pupil with intellectual impairment	

INTELLECTUAL IMPAIRMENT TEACHING AND LEARNING CONTENT					
Main Competence	**Specific Competence**	**Learning Activities**	**Assessment Criteria**	**Suggested Teaching and Learning Resources**	**Number of Periods**
		(e) Describe appropriate intervention methods for a pupil with intellectual impairment	Appropriate intervention methods for a pupil with intellectual impairement are described	Texts on appropriate intervention methods for a pupil with intellectual impairment, oil, blanket/ duvet, soothsayer, sand, colour	
	5.2 Demonstrate mastery of the methods for behaviour modifications to a pupil with intellectual impairment	(a) Demonstrate mastery of basics for behavioral modifications for a pupil with intellectual impairment	Basics for behavioral modifications for a pupil with intellectual impairment are clearly described	Texts on basics for behavioral modifications for a pupil with intellectual impairment	67
		(b) Demonstrate mastery of the methods for behaviour modifications to a pupil with intellectual impairment	Methods for behaviour modifications to a pupil with intellectual impairment are clearly demonstrated	Texts on methods for behaviour modifications to a pupil with intellectual impairment	
		(c) Demostrate mastery of various methods of teaching and learning to a pupil with intellectual impairment	Methods of teaching and learning to a pupil with intellectual impairment are clearly demonstrated	Texts on various methods of teaching and learning to a pupil with intellectual impairment	

Table 4: *Content for Second Year*

VISUAL IMPAIRMENT TEACHING AND LEARNING CONTENT					
Main Competences	**Specific Competences**	**Learning Activities**	**Assessment Criteria**	**Suggested Teaching and Learning Resources**	**Number of Periods**
1.0 Develop mastery of teaching and learning methods for a pupil with visual impairment	1.1 Demonstrate mastery of methods for teaching and learning orientation and mobility training to a pupil with visual impairment	(a) Demonstrate mastery of basics for teaching and learning methods for orientation and mobility training to a pupil with visual impairment	Teaching and learning orientation and mobility training to a pupil with visual impairment are clearly demonstrated	White cane and texts on the uses of methods of orientation and mobility training to a pupil with visual impairment	40
		(b) Demonstrate mastery of the uses of methods for orientation and mobility training to a pupil with visual impairment	Methods for orientation and mobility training to a pupil with visual impairment are effectively used	White cane and texts on the uses of methods of orientation and mobility training to a pupil with visual impairment	
	1.2 Demonstrate mastery of methods for teaching and learning outside the classroom for a pupil with visual impairment	(a) Demonstrate mastery of the uses of methods for teaching and learning outside the classroom for a pupil with visual impairment	Teaching and learning methods outside the classroom for a pupil with visual impairment are effectively used	Manila and texts on different methods for teaching and learning outside the classroom for a pupil with visual impairment	20

DEAF-BLINDNESS TEACHING AND LEARNING CONTENT					
Main Competences	**Specific Competences**	**Learning Activities**	**Assessment Criteria**	**Suggested Teaching and Learning Resources**	**Number of Periods**
2.0 Demonstrate mastery of teaching and learning methods for a pupil with deaf-blindness	2.1 Demonstrate mastery of methods for teaching and learning orientation and mobility training to a pupil with deaf-blindness	(a) Demonstrate mastery of basics for orientation and mobility training to a pupil with deaf-blindness	Basics for orientation and mobility training to a pupil with deaf-blindness are clearly demonstrated	White cane and text on the basics for orientation and mobility training to a pupil with deaf-blindness	40
		(b) Demonstrate mastery the use of methods for teaching and learning orientation and mobility training to a pupil with deaf-blindness	The use of methods for teaching and learning orientation and mobility training to a pupil with deaf-blindness are clearly demonstrated	White cane and text on the use of methods for teaching and learning orientation and mobility training to a pupil with deaf-blindness	
	2.2 Demonstrate mastery of methods for teaching and learning outside the classroom for a pupil with deaf-blindness	(a) Demonstrate mastery of the use of methods for teaching and learning outside the classroom for a pupil with deaf-blindness	Teaching and learning methods outside the classroom for a pupil with deaf-blindness are clearly demonstrated	Flip chart on different methods for teaching and learning outside the classroom for a pupil with deaf-blindness	20

HEARING IMPAIRMENT TEACHING AND LEARNING CONTENT					
Main Competences	**Specific Competences**	**Learning Activities**	**Assessment Criteria**	**Suggested Teaching and Learning Resources**	**Number of Periods**
3.0 Demonstrate mastery of teaching and learning methods for a pupil with hearing impairment	3.1 Demonstrate mastery of methods for teaching and learning outside the classroom for a pupil with hearing impairment	(a) Demonstrate mastery of the use of methods for teaching and learning outside the classroom for a pupil with hearing impairment	Teaching and learning methods outside the classroom for a pupil with hearing impairment are clearly demonstrated	Teaching and learning methods outside the classroom	60

AUTISM TEACHING AND LEARNING CONTENT					
Main Competence	**Specific Competence**	**Learning Activities**	**Assessment Criteria**	**Suggested Teaching and Learning Resources**	**Number of Periods**
4.0 Demonstrate mastery of teaching and learning methods for a pupil with autism	4.1 Demonstrate mastery of methods for teaching and learning outside the classroom for a pupil with autism	(a) Demonstrate mastery on the use of methods for teaching and learning outside the classroom for a pupil with autism	Teaching and learning methods outside the classroom for a pupil with autism are effectively used	Flip chart, texts on the use of methods for teaching and learning outside the classroom for a pupil with autism	60

INTELLECTUAL IMPAIRMENT TEACHING AND LEARNING CONTENT					
Main Competence	**Specific Competence**	**Learning Activities**	**Assessment Criteria**	**Suggested Teaching and Learning Resources**	**Number of Periods**
5.0 Demonstrate mastery of teaching and learning methods for a pupil with intellectual impairment	5.1 Demonstrate mastery of methods for teaching and learning outside the classroom for a pupil with intellectual impairment	(a) Demonstrate mastery of the use of methods for teaching and learning outside the classroom for a pupil with intellectual impairment	Teaching and learning methods outside the classroom for a pupil with intellectual impairment are effectively used	Flip chart, texts on the use of methods for teaching and learning outside the classroom for a pupil with intellectual impairment	60

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