THE UNITED REPUBLIC OF TANZANIA

MINISTRY OF EDUCATION, SCIENCE AND TECHNOLOGY



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

Certificate of Approval

No. 1320

Title of Publication: Curriculum and Teaching Syllabus for Diploma in Special Education

Publisher: Tanzania Institute of Education

Author: Ministry of Education, Science and Technology

ISBN: 978-9912-753-63-1

This Syllabus was approved by the Ministry of Education, Science and Technology on 6th November, 2023 as Syllabus for Curriculum and Teaching for Diploma in Special Education in Tanzania.

Dr Lyabwene M. Mtahabwa
Commissioner for Education

CURRICULUM AND TEACHING SYLLABUS FOR DIPLOMA IN SPECIAL EDUCATION

2023

© Tanzania Institute of Education 2023

First Edition 2023

ISBN: 978-9912-753-63-1

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

Phone: +255 735041168 / +255 735041170
Email: director.general@tie.go.tz
Website: www.tie.go.tz

This document should be cited as: Ministry of Education, Science and Technology. (2023). *Curriculum and Teaching syllabus for Diploma in Special Education.* Tanzania Institute of Education.

All rights reserved. No part of this syllabus may be reproduced, stored in any retrival system or transmitted in any form or by any means whether electronic, mechanical, photocopying, recording, or otherwise, without the prior written permission of the Tanzania Institute of Education.

Table of Contents

List of Tables iv
Abbreviations and Accronyms v
Acknowledgments vi
1.0 Introduction 1
2.0 The Main Objectives of Education in Tanzania 1
3.0 Objectives of Teacher Education 2
3.1 The main Objective of Teacher Education 2
3.2 The Specific Objectives of Teacher Education 2
4.0 General Competences of the Diploma in Special Education 2
5.0 Main Competence and Specific Competences 3
6.0 Roles of Tutor, Student-Teacher and Parent/Guardian in Teaching and Learning 3
6.1 Tutor 3
6.2 Student Teacher 4
6.3 Parent/Guardian 4
7.0 Teaching and Learning Methods 4
8.0 Teaching and Learning Resources 5
9.0 Assessment 5
10.0 Number of Periods 6
11.0 Teaching and Learning Content 6
Bibliography 9

List of Tables

Table No. 1: Main and Specific Competences 3
Table No. 2: Distribution of Continuous Assessment Marks in Percentages 6
Table No. 3: Detailed Content of the Syllabus 7

Abbreviations and Accronyms

ICT Information and Communication Technology
TIE Tanzania Institute of Education

Acknowledgments

Writing of the Curriculum and Teaching syllabus for Diploma in Special Education involved various experts from both public and private institutions. The Tanzania Institute of Education (TIE) would like to thank all the experts who participated in the writing of the syllabus, namely, lecturers, tutors, school quality assurance officers, student teachers and curriculum developers from TIE. The Institute is also grateful to the National Technical Committee formed by the Minister for Education, Science and Technology for coordinating the curriculum review process for Pre-Primary, Primary, Secondary and Teacher Education. The Committee discharged its responsibilities professionally to ensure that the contents of this syllabus are in line with the 2023 curricular review main objective. The review sought to ensure that graduates acquire skills, knowledge and attitude that enable them to create self-employment, employ others, be employed and sustain themselves.

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 Curriculum and Teaching is an important subject for the Diploma in Special Education. It enables the student teachers to develop and demonstrate mastery of the Primary Education curriculum, analyze the curriculum and cross-cutting issues as well as interpret the curriculum into teaching and learning. This subject also aims to enable the student teachers acquire knowledge, skills and attitudes that will make them creative, flexible and able to facilitate teaching and learning based on the needs of the student.

This syllabus has been prepared to guide the teaching and learning of Curriculum and Teaching at the Diploma level in Mainland Tanzania. The syllabus interprets the teaching and learning of competences indicated in the 2023 Diploma in Primary Education Curriculum. It also provides instructions to guide tutors on how to prepare student teachers effectively. The teaching and learning process includes use of participatory methods, lesson preparation as well teaching and learning aids development and improvisation.

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;ll as 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 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 facilitating teaching and learning that aligns with the scientific, technological and social changes in order to develop a Tanzanian with skills and positive perspectives, who values equality, justice, and lifelong learning.

3.2 The 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, considering the pupils' needs;
(e) Apply ICT and assistive technology in teaching and learning;
(f) Develop skills of early identification of a pupil with special needs and provide him/her with appropriate intervention;
(g) Strengthen the use of language in teaching and learning; and
(h) Develop skills that focus on improving teaching, learning and assessment (i.e. classroom-based action research).

4.0 General Competences of the Diploma in Special Education

The general competences for a 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 methods for assessment and evaluation based on competence development;
(d) Master methods for fostering innovation and creativity in teaching and learning, taking into account the pupil'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 relevant language appropriately 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 research).

5.0 Main Competence and Specific Competences

The Syllabus of Curriculum and Teaching for Diploma in Special Education has main competence and specific competences as shown in Table 1.

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

Main competence	Specific Competences
1.0 Demonstrate mastery of the Primary Education Curriculum	1.1 Analyse the Primary Education Curriculum and its tools 1.2 Analyze cross-cutting issues in the curriculum 1.3 Interpret the curriculum into the teaching and learning process

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 subsections:

6.1 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 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 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 Diploma level is based on knowledge, skills and attitude. The student teacher is expected to gain knowledge about special education and dedicate substential amount of time doing practical exercises based on the knowledge already acquired. The tutor should use interactive methods that will enable the student teacher to build the intended competence. The recommended methods are those that involve the student teacher in the whole act of teaching and learning, taking into

account their various needs and abilities. These methods may include songs, stories, games, demonstrations, gallery work, role plays, study tours and group discussions. These methods will also enable the student teacher to be creative, think critically, communicate, collaborate, seek knowledge from various sources and solve various challenges in his/her daily life. The tutor is advised to guide the student teacher to be creative and flexible in using collaborative methods during teaching practice and to select learning and teaching ressources using the immediate environment of the student.

8.0 Teaching and Learning Resources

Teaching and learning resources in Special Education Teacher Education should be interactive and should meet the learning needs. The tutor should ensure that the student teacher has the opportunity to learn the preparation and use of various learning and teaching resources. The tutor is advised to use the resources available in the surrounding environment. Suggested learning and teaching resources include computers, printers, tablets, disks, texts containing information related to the relevant competences, fictional and non-fictional texts, graphics, tactile graphics, photographs, multimedia, television, films, radio, models, relia and dictionaries.

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 competence of the student teacher. The tutor should examine the student teacher in all aspects of learning which are knowledge, skills and attitude. It is also 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 ensure the attainment of the objectives in Special Education.

Similarly, the tutor should design diverse assessment activities to stimulate learning. The final assessment will contribute seventy percent (70%), while continuous assessment will contribute thirty percent (30%). The student teacher must pass the continuous assessment with at least 50% and at the same level in the final assessment to be awarded a certificate. Failure to attain the scores, the student teacher can re-sit the examination twice within three years. Table 2 shows the distribution of marks for continuous assessment.

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

No.	Assessment activities	Distribution (%)
1	First Year Terminal Examination	6.0
2	First Year Annual Examination	6.0
3	Second Year Terminal Examination	6.0
4	Project	7.0
5	Portfolio	5.0
	Total	**30**

10.0 Number of Periods

The syllabus of Curriculum and Teaching for the Diploma in Special Education provides an estimate of the time that will be spent in teaching and learning based on the weight of specific competences and activities to be performed by the student teacher. These time estimates are based on periods of period is 60 minutes. The number of periods per week for this subject is two (2).

11.0 Teaching and Learning Content

The Curriculum and Teaching subject for Diploma in Special Education contains a content that is organized into six components: main competence, specific competences, learning activities, assessment criteria, suggested teaching and learning resources and the number of periods. Table 3 shows the detailed content of the syllabus.

Table. 3: *Detailed Content of the Syllabus*

Main competence	Specific competences	Learning activities	Asssessment citeria	Suggested teaching and learning resources	Number of periods
1.0 Demonstrate the mastery of Primary Education curriculum	1.1 Analyse the Primary Education curriculum and its tools	Analyse the Primary Education Curriculum and its tools (Meaning, types, importance of curriculum and its components, syllabus, textbook, teacher's guide, supplementary books)	Primary Education Curriculum and its tools (Meaning, types, importance of curriculum and its components, syllabus, textbook, teacher's guide, supplementary books) are clearly analysed	Primary Education Curriculum, syllabus, textbook, teacher's guide, supplementary books	20
	1.2 Analyse cross-cutting issues	Examine cross-cutting issues from the Primary Education curriculum and relating them to relevant subjects (enviroment, health, and inclusive education, gender, peace education, ethics, child's right and responsibilities, human rights, safety, financial literacy, anti-corruption education, cooperation and union matters); and emerging issues	Cross-cutting issues from the Primary Education curriculum and other emerging issues have been examined	Various texts with information on cross-cutting issues, pictures of cross-cutting events	24

Main competence	Specific competences	Learning activities	Asssessment citeria	Suggested teaching and learning resources	Number of periods
	1.3 Interpret the Primary Education curriculum into a teaching and learning programme	Demonstrate mastery of planning and preparing curriculum tools based on competence development (scheme of work, lesson plan, lesson notes and subject log book)	Planning and preparing curriculum materials based on competence development are well mastered (scheme of work, lesson plan, lesson notes and subject log book)	Primary Education Curriculum, summaries of relevant subjects, relevant subject guides, sample preparations plan of learning and teaching assistive devices	26

Bibliography

Ministry of Education, Science and Technology. (2019). *National curriculum framework for basic and teacher education*. Tanzania Institute of Education.

National Bureau of Statistics. (2008). *National panel survey 2008-2009-disability rates*. National Bureau of Statistics.

National Bureau of Statistics. (2008). *Tanzania disability survey report 2008*. National Bureau of Statistics.

National Bureau of Statistics. (2019). *Voluntary national review 2019-empowering people and ensuring inclusiveness and equality*. National Bureau of Statistics.

Taasisi ya Elimu Tanzania. (2010). *Curriculum framework for diploma in teacher education programmes*. Taasisi ya ElimuTanzania.

Taasisi ya Elimu Tanzania. (2012). *Curriculum for certificate in teacher education programmes*. Taasisi ya Elimu Tanzania.

Taasisi ya Elimu Tanzania. (2018). *Pre-service teacher education curriculum framework for Tanzania: Lessons from review of literature*. Taasisi ya Elimu Tanzania.

Taasisi ya Elimu Tanzania. (2018). *Ripoti ya utafiti wa maoni ya kuboresha mtaala wa mafunzo ya ualimu tarajali ngazi yaastashahada*. Taasisi ya Elimu Tanzania.

Taasisi ya Elimu Tanzania. (2018). *Utoaji wa elimu ya awali*. Taasisi ya Elimu Tanzania.

Taasisi ya Elimu Tanzania. (2019). *Rasimu ya taarifa ya kikaokazi cha kujadili uboreshaji wa mafunzo ya ualimu ngazi yaastashahada.* Taasisi ya Elimu Tanzania.

Taasisi ya Elimu Tanzania. (2019). *Kisawidi cha mtaala wa mafunzo ya astashahada ya ualimu*. Taasisi ya Elimu Tanzania.

Taasisi ya Elimu Tanzania. (2019). *Mtaala wa mafunzo ya astashahada ya ualimu.* Taasisi ya Elimu Tanzania.

Taasisi ya Elimu Tanzania. (2019). *National curriculum framework for basic and teacher education*. Taasisi ya Elimu Tanzania.

Taasisi ya Elimu Tanzania. (2019). *Taarifa ya kikaokazi cha kujadili uboreshaji wa mafunzo ya ualimu ngazi ya astashahada.* Taasisi ya Elimu Tanzania.

United Nations Educational, Scientific and Cultural Organization. (1990). *Final report of the world congress on Education For All: Meeting basic learning needs.* UNESCO.

United Nations Educational, Scientific and Cultural Organization. (2000). *Education For All:* Dakar *Framework for Action*.

UNESCO.

United Nations Educational, Scientific and Cultural Organization. (2002). *EFA global monitoring report 2002. Education For All: Is the world on track*? UNESCO

United Republic of Tanzania, (2019). *National strategy on inclusive education* 2018-2021. Ministry of Education, Science and Technology.

United Republic of Tanzania, Ministry of Education, Science and Technology. (2016). *Education sector development plan (2016/17-2020/21)*. Ministry of Education, Science and Technology.

United Republic of Tanzania. (2019). *Basic education statistics of Tanzania*. Ministry of Education Science and Technology.

United Republic of Tanzania. (2019). *Voluntary national review—empowering people and ensuring inclusiveness and equality*. National Bureau of Statistics.

Wizara ya Elimu, Sayansi na Teknolojia. (2014). *Sera ya elimu na mafunzo.* Wizara ya Elimu, Sayansi na Teknolojia.

Wizara ya Elimu, Sayansi na Teknolojia. (2022). *Ripoti ya maoni ya wadau wa elimu kuhusu uboreshaji wa mitaala ya elimu yaawali, msingi, sekondari na ualimu.* Taasisi ya Elimu Tanzania.