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Commissioner for Education

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Abbreviations and Acronyms

ICT	Information and Communication Technology
TIE	Tanzania Institute of Education

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Dr Aneth A. Komba
Director General
Tanzania Institute of education

1.0 Introduction

The Curriculum and Teaching subject for Diploma in Pre-Primary Education enables the student teacher to demonstrate mastery of the curriculum of the Pre-Primary Education, analyse the curriculum and cross-cutting issues as well as interpret the curriculum into teaching and learning. This subject also aims to enable the student teacher to acquire the 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 in Pre-Primary Education level in Tanzania Mainland. The syllabus interprets the teaching and learning of competences indicated in the 2023 Diploma in Pre-Primary Education Curriculum. It provides instructions to guide tutors on how to effectively prepare student teachers. The teaching and learning process includes using participatory methods, lesson preparation as well as preparation of teaching and learning aids.

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; 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 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 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 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 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 Competences for Diploma in Pre-Primary Teacher Education

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

(a) Apply teaching theories and foundations of teaching and learning;
(b) Master teaching and learning methods;
(c) Master the methods for assessment and evaluation based on competences development;
(d) Master methods for innovativeness and creativity in teaching and learning, based on the children needs;
(e) Use ICT and assistive technology in teaching and learning;
(f) Identify children with special needs and provide appropriate 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 action research).

5.0 Main and Specific Competences for First Year

Table 1 shows the main and specific competences to be developed by a student teacher of the Pre-Primary Education.

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

Main competence	Specific competences
1.0 Demonstrate mastery of the Pre-primary curriculum	1.1 Analyse the Pre-primary curriculum and its tools
	1.2 Analyse cross-cutting issues in the curriculum
	1.3 Interpret the curriculum in teaching and learning

6.0 Roles of the Tutor, the Student teacher and the 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 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 or 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 in Pre-Primary 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 prac tical activities based on the knowledge already acquired. The tutor should use interactive methods that will enable the student teacher to build the intended competence. The methods suggested in this syllabus 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 student teacher to be creative, think realistically, communicate, collaborate, seek knowledge from various sources and solve various challenges in daily life. The tutor is advised to guide the student teacher to be creative and flexible in using participatory methods during teaching practice and select teaching and learning aids from the natural environment of the student.

8.0 Teaching and Learning Resources

Teaching and learning resources in the Pre-Primary Teacher Education should be interactive and should 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 surroundings. Suggested teaching and learning resources include; computers, printers, tablets, discs, texts containing information related to the relevant competences, fictional and non-fictional texts, graphics, photographs, audio, television, film, radio, physical objects, and a dictionary.

9.0 Assessment

Assessment of the student teacher's learning progress will consider the criteria specified in each learning activity. The tools used in assessment will focus on development of the student's as well as teacher's competences. The tutor should ensure that he/she assesses the student teacher with focus on knowledge, skills, and attitudes.

Furthermore, it is important to conduct an assessment of the progress of the student teacher to determine the level of performance he/she has achieved in all areas of learning. The results of the assessment will help in making improvements to ensure that the goals of Pre-primary Education Teacher Training are met.

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 the 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 Curriculum and Teaching Syllabus for the Diploma in Pre-Primary Education provides estimates of the time that will be spent in teaching and learning, in consideration of the complexity of the specific competences and learning activities to be done by student teacher. Two (2) periods of 60 minutes each have been allocated for this subject per week.

11.0 Teaching and Learning Contents

The contents of this syllabus are presented in a matrix form with six columns which include main competence, specific competence, learning activities, assessment criteria, suggested resources and number of periods Tables 3 presents the content of Curriculum and Teaching Syllabus for the Diploma in Pre-primary Education.

Table 3: *Detailed Contents of the Syllabus*

Main competence	Specific competences	Learning activities	Assessment criteria	Suggested teaching and learning resources	Number of Periods
1.0 Demonstrate mastery of the Pre-primary curriculum	1.1 Analyse the Pre-primary curriculum and its tools	Analyse the Pre-primary curriculum and its tools (Meaning of curriculum, types of curriculum, importance of curriculum and its components, syllabus, textbook, teacher's guide, supplementary books)	Pre-primary curriculum and its tools (Meaning of curriculum, types of curriculum, importance of curriculum and its components, syllabus, textbook, teacher's guide, supplementary books) is clearly analysed	Pre-primary curriculum, subject syllabus, textbooks, supplementary books, relevant learning materials, and a computer or tablet with the relevant content	23
	1.2 Analyse cross-cutting issues in the curriculum	Examine cross-cutting issues in the Pre-primary curriculum and relating them to specific subjects (inclusive education, gender education, peace education, ethics, child rights and responsibilities, human rights, security and safety, road safety, financial education, anti-corruption education, union affairs;) and other emerging issues	Cross-cutting issues in the pre-primary curriculum and their integration with various subjects and other emerging issues have been examines	Pre-primary curriculum, syllabus of relevant subjects, textbooks, supplementary books, publication issues, computers, images with cross-cutting issue themes, video, films, CDs, smartphones, and tablets	20

Main competence	Specific competences	Learning activities	Assessment criteria	Suggested teaching and learning resources	Number of Periods
	1.3 Interpret the curriculum in teaching and learning	Prepare competency-based teaching and learning plan	The teaching and learning plan that focuses on competency development has been well prepared	Pre-primary curriculum, a syllabus of related subjects, textbooks, supplementary books, articles, texts, modules, an annual calendar with a teaching and learning plan, publications, projects, computers, smartphones, tablets, and assessments with a teaching and learning plan	27

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