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

Phone: +255735041168/ +255 735041170
Email: director.general@tie.go.tz
Website: https://www.tie.go.tz

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Abbreviations and Acronyms

ICT	Information and Communication Technology
MoEST	Ministry of Education, Science and 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 a Diploma in Primary Education enables the student teachers to demonstrate mastery of the curriculum of Primary Education, analyse the curriculum and cross-cutting issues, and interpret the curriculum into teaching and learning. In addition, this subject 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 student's needs.

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

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 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 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 technologies 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 Teacher Education for Diploma in Primary 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 and Specific Competences

The main and specific competences to be developed by this syllabus are presented in Table 1.

Table 1: *Main and Specific Competences of the student teachers in their First Year*

Main competence	Specific competences
1.0 Demonstrate mastery of Primary teacher education curriculum.	1.1 Analyse Primary Teacher Education curriculum and the associated materials
	1.2 Analyse cross-cutting issues in the curriculum
	1.3 Interpret the curriculum into a teaching and learning programme

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 focuses on acquiring knowledge, skills and attitudes. The student teacher is expected to gain knowledge about Primary Education and dedicate substantial time to practical activities based on previously acquired knowledge. The tutor should use interactive methods that will enable the student teacher to develop the intended competence. The recommended methods outlined in this syllabus involve the student teacher in teaching and learning, considering various needs and abilities. These methods encompass different engaging techniques, such as songs, stories, games, demonstrations, gallery tours, role plays, study tours and group discussions. Furthermore, these methods will enable the student teacher to be creative, think critically, 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 using the real environment of the student.

8.0 Suggested Teaching and Learning Resources

Teaching and learning aids in Primary Teacher Education should be interactive and tailored to meet the diverse learning needs of the students. The tutor should ensure that the student teacher can make and use the teaching and learning aids. The tutor is advised to use the aids available in the surrounding environment. Suggested teaching and learning aids include computers, printers, tablets, discs, texts containing information related to the relevant competencies, fictional and non-fictional texts, graphics, photographs, audio, television, film, radio, physical objects and a dictionary.

9.0 Assessment

The assessment of the learning progress of the student teacher will be based on the predefined criteria for 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 testing, which are knowledge, skills and attitudes.

In addition, it is important to examine the student teacher's progress 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 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 Continuous Assessment Marks in Percentages*

Assessment activities	**Distribution of marks in Percentage (%)**
First Year Terminal Examination	6.0
First Year Annual Examination	6.0
Second Year Terminal Examination	6.0
Project	7.0
Portfolio	5.0
Total	**30**

10.0 Number of Periods

The Curriculum and Teaching subject syllabus of Primary teacher education estimates the time 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 a period allocation system where each carries 60 minutes. The lesson has a total of two (2) periods per week.

11.0 Teaching and Learning Contents

The Curriculum and Teaching subject for a Diploma in Primary education contains content organised into six components: main competence, specific competence, learning activities, assessment criteria, teaching and learning aids and the number of sessions. Table 3 shows the content that should be taught at the Primary Teacher Education level.

Table 3: *Detailed Content of the Syllabus*

Main competence	Specific competence	Learning activities	Assessment criteria	Suggested teaching and learning resources	Number of periods
1.0 Demonstrate mastery of the primary education curriculum.	1.1 Analysing primary education curriculum and its supportive tools	Analyse the Primary Education curriculum and its materials (meaning types, importance and its components, syllabus, textbook, teacher's guide and supplementary books)	The Primary Education curriculum and its tools have been analysed.	Primary Education curriculum, Syllabus, textbook, teacher's guide, supplementary books, projects and computers.	22
	1.2 Analysing cross-cutting issues in Education	Examine cross-cutting issues in the Primary Education Curriculum and relating them to specific subjects (environment, health, and inclusive education, gender education ethics, child's rights, safety, financial education, cooperation and union matters) and emerging issues.	Cross-cutting issues in the Primary Education and other emerging issues have been examined.	Primary Education Curriculum; textbook; supplementary books; videos, projectors, films, CD, DVD, flash disc, tablets, smartphones, written texts or articles on the cross-cutting issues	19
	1.3 Interpreting the curriculum into the teaching and learning process.	Demonstrate mastery of skills of preparing teaching and learning materials in Primary Education focusing on competence development	Skills for preparing a plan to develop teaching and learning materials focusing on competence development have been identified.	Subject syllabus, textbook, supplementary books, schedule, annual and school calendar, guidelines, teacher training modules, computers, tablets, smartphones and slides.	29

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