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Commissioner for Education

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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 Assessment and Evaluation Syllabus for Diploma in Pre-primary Education enables the student teachers to demonstrate mastery of the assessment and evaluation of Pre-Primary Education. 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 Assessment and Evaluation 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 Assessment and Evaluation. It Also provides instructions to guide tutors 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, as well as cultural differences, dignity, human rights, attitudes and inclusive actions;
(c) Develop knowledge and apply science and technology, creativity, critical thinking, innovation, cooperation, communication and positive attitudes for personal development and the sustainable development of the nation and the world at large;
(d) Understand and protect national values, including dignity, patriotism, integrity, unity, transparency, honesty, accountability and the national language;
(e) Develop life and work-related skills to increase efficiency in everyday life;
(f) Cultivate a habit of loving and valuing work to enhance productivity and efficiency in production and service provision;

(g) Identify and address 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) Foster national and international cooperation, peace and justice in accordance with the Constitution of the United Republic of Tanzania and international conventions.

3.0 Objectives of Teacher Education

3.1 Main Objective of Teacher Education

The main objective of teacher education is to prepare a professional and competent teacher capable of adapting to teaching and learning that align with the scientific, technological and social advancements. This preparation aims to equip a Tanzanian citizen with knowledge, skills, and positive attitudes, while fostering a deep respect for human rights, equality and a commitment to lifelong learning.

3.2 Specific Objectives of Teacher Education

The specific objectives of teacher education are to enable a student teacher to:

(a) Develop a theoretical understanding of teacher education, the ethics of the teaching profession, ethical principles, and the foundations of teaching;
(b) Acquire competence in teaching and learning methods;
(c) Acquire competence in assessment and evaluation methods based on competence development;
(d) Foster 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 him/her with appropriate intervention;
(g) Strengthen the use of language in teaching and learning; and

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

4.0 Competences for Diploma in Pre-primary Teacher Education

The general competence of Teacher Education for a Diploma in 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 (i.e., instructional leadership); and
(i) Demonstrate mastery of the skills for enhancing teaching, learning and assessment (i.e., classroom-based research).

5.0 Main Competence and Specific Competence

The main and specific competences to be developed by student teacher in Pre-primary Education are presented in Table 1

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

Main Competences	Specific Competences
1.0 Demonstrate mastery of the foundations of assessment and evaluation in pre-primary education	1.1 Analyze the assessment and evaluation methods in pre-primary education based on competence development 1.2 Demonstrate mastery of the methods for preparing assessment tools for assessing child's learning progress based on competence development
2.0 Use assessment results to evaluate child's progress	2.1 Demonstrate mastery of the methods for providing appropriate intervention to improve teaching and learning

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

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

6.1 The Tutor

The tutor is expected to:

(a) Promote teaching and learning based on 21st-century skills. 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 the level of Pre-primary Teacher Education is based on knowledge, skills and attitudes. The student

teacher is expected to gain knowledge about previous education and spend a lot of time doing practical activities based on the knowledge already acquired. The tutor should use interactive methods that will enable the student teacher to build the intended competence. The methods suggested in this syllabus are those that involve the student teacher in the whole process 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 to select teaching and learning resources using the real environment of the child.

8.0 Teaching and Learning Resources

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

9.0 Assessment of Learning Progress

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 focus on building 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 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 attain the goals of Pre-primary teacher 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 Percentage*

Assessment activities	**Distribution (%)**
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 Assessment and Evaluation Syllabus of the Pre-primary Teacher Education provides an estimate of the time that will be spent on teaching and learning based on the weight of specific competencies and activities to be performed by the student teacher. The estimated time is based on periods allocation where each period is 60 minutes. This subject has a total of two (2) periods per week.

11.0 Teaching and Learning Content

The Assessment and Evaluation Syllabus for Diploma in Pre-primary Teacher Education contains content that is organised in six components which are; main competence, specific competence, learning activities, assessment criteria, teaching and learning aids and the number of periods. Table number 3 shows the content that should be taught

The contents of this syllabus are presented in a matrix form with six columns which include main competences, specific competences, learning activities, assessment criteria, suggested resources, and number of periods as presented in Table 3 and 4.

Table 3: *Detailed Content for First Year*

Main Competences	Specific Competences	Learning Activities	Assesment Criteria	Suggested Teaching & Learning Resources	Number of Periods
1.0 Demonstrate mastrery of the assessment and evaluation foundations in Pre-primary education	1.1 Anayse the assesment and evaluation methods in Pre- primary education based on competence development	(a) Describe assesment and evaluation and its tool based on competence development (meaning, type, content, quality,foundations to intergrate theory of learning assesment and evaluation)	Assesment and evaluation and its tools based on competence development is described correctly	Flip charts showing child growth development	40
		(b) Relate assessment and evaluation to the child's learning growth (domains of child developmentand learning) and assesment and evaluation	Main domain of learning (domainsof learning) assesment and its evaluation to the Pre-primary Education are properly related		

Main Competences	Specific Competences	Learning Activities	Assesment Criteria	Suggested Teaching & Learning Resources	Number of Periods
		(c) Identify methods of assesment and evaluation in teaching and learning in Pre-primary education (based on the major domain of growth and learning)	Methods of assesment and evaluation in teaching and learning in Pre-primary Education based on major domain of growth and learning are properly identified		
		(d) Analyse methods of assessment and evaluation of child's growth based on competence development in large class of Pre-primary Education	Methods of assesment and evaluation of child's growth based on competence development in large class of Pre-primary education are correctly analysed		

Main Competences	Specific Competences	Learning Activities	Assesment Criteria	Suggested Teaching & Learning Resources	Number of Periods
	1.2 Demonstrate mastery of the methods for preparing assessment tools for assessing childs' growth and learning development	(a) Analyse assesment tool based on competence development in Pre-primary Education	Assessment tool based in competence development in Pre-primary Education is properly analysed	Flip charts showing various activities based on assessment and evaluation of child's development	30
		(b) Use assesment and evaluation technology in Pre-primary Education	Use of assesment and evaluation technology in Pre- primary Education is properly used		

Table 4: *Detailed Content of Second Year*

Main Competence	Specific Competence	Learning Activities	Assessment Criteria	Suggested Teaching and Learning Resources	Number of Periods
1.0 Demonstrate mastery of the foundations of assessment and evaluation in Pre-primary Education	1.1 Demonstrate mastery of tools for (preparing methods in) assessment and development of child's growth and learning based on competence development	(a) Demonstrate mastery of the skills for analysing information of assessment and evaluation based on assessment tools (child's' records, microteaching feedback, single lesson feedback)	Assessment and Evaluation of information based on assessment tool is correctly analysed	Wall charts, marker pen/chalks and manila cards	35
2.0 Use assessment results to evaluate child's progress	2.1 Demonstrate mastery of methods for providing appropriate intervention to improve teaching and learning	(a) Use of evaluation and assessment results to improve teaching and learning process	Evaluation and assessment results are correctly used to improve teachig and learning process	Various texts and report regarding learning and child's growth of Pre-primary Education	35

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