

**MINISTRY OF EDUCATION AND VOCATIONAL TRAINING  
TANZANIA INSTITUTE OF EDUCATION**



**CURRICULUM FOR CERTIFICATE IN TEACHER EDUCATION  
PROGRAMMES IN TANZANIA**

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PROGRAMMES IN TANZANIA**

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Developed by:

Tanzania Institute of Education

P.O. Box 35094,

Dar es salaam, TANZANIA.

Tel: 255 – 22 – 2773005, 2771108

Fax: 255 – 22 – 2774420

Email: [director.general@tie.go.tz](mailto:director.general@tie.go.tz)

Website: [www.tie.go.tz](http://www.tie.go.tz)

Approved by:

The Commissioner for Education,

Ministry of Education and Vocational Training,

P.O. Box 9121,

Dar es salaam, TANZANIA.

Tel.: 255 - 22 - 2122373

Fax: 255 - 22 - 2113271

Email: [ebhalalusesa@yahoo.co.uk](mailto:ebhalalusesa@yahoo.co.uk)

Website: [www.moe.go.tz](http://www.moe.go.tz)

If you have any comment(s) on this curriculum kindly send the same to the Commissioner of Education using the above address.

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## **ABBREVIATIONS**

BTP	Block Teaching Practice
CA	Continuous Assessment
CTEC	Certificate in Teacher Education Curriculum
CSEE	Certificate of Secondary Education Examination
ESR	Education for Self Reliance
ETP	Education and Training Policy
ICT	Information and Communication Technology
MoEVT	Ministry of Education and Vocational Training
NECTA	National Examinations Council of Tanzania
NSGRP	National Strategy for Growth and Reduction of Poverty
SLTP	Single Lesson Teaching Practice
TCs	Teachers' Colleges
TEHAMA	Teknolojia ya Habari na Mawasiliano
TIE	Tanzania Institute of Education

## INTRODUCTION

Curriculum is generally prescribed as a set of standards that guides the delivery of education by considering the following areas: competence to be developed and acquired by learners (knowledge, skills and attitudes) in the teaching and learning process; the pedagogical approaches to be used in the course of curriculum implementation; educational materials to facilitate teaching and learning; professional and academic qualification of the curriculum implementers; enabling infrastructure for effective delivery of curriculum; the instructional time required to complete the intended learning outcomes and monitoring and evaluation of the curriculum.

Therefore, curriculum in the contemporary outlook is viewed as a mirror reflecting the society's philosophy and culture, but also including the sources of knowledge and the nation's education goals. Further, the curriculum should explain the meaning of knowledge, skills and attitudes that a learner is expected to acquire after successfully completion of a prescribed learning cycle. The curriculum will also spell out modalities for assessment, monitoring and evaluation of the teaching and learning process.

The review of Curriculum for Certificate in Teacher Education Programmes has been made inevitable to meet the requirements of Education and Training Policy (1995), Tanzania Development Vision 2025, National Science and Technology Policy, Education Sector Development Programme (ESDP) and Secondary Education Development Programme, National Strategy for Growth and Reduction of Poverty (2004) and recommendations from educational researches. It is also a response to increased demand for qualified teachers equipped with sufficient content and pedagogic knowledge, skills and attitudes required for effective implementation of the revised pre-primary and primary level curriculum.

The curriculum for Certificate in Teacher Education Programmes is among the six revised curriculum documents for schools and teachers Colleges which is another success in the professional and technical partnership existing between UNESCO and TIE under the Ministry of Education and Vocational Training (MoEVT). TIE appreciates the

continued partnership that has enhanced the quality of six curriculum documents and anticipates much more achievement in enhancing quality education in Tanzania.

### **Organization of Curriculum for Certificate in Teacher Education Programmes**

This curriculum document comprises of nine elements. These include, Current context; Educational Policy Statements; Statement of Broad Learning Objectives and Competences; Structure of formal Education System; Structure of Curriculum Content, Learning Areas and Subjects; Standard Resources required for Curriculum Implementation; Teaching Methodology; Assessment of Student Teacher Achievement and Monitoring and Evaluation of the Curriculum.

### **Users of Curriculum for Certificate in Teacher Education Programmes**

The main users of this curriculum document include Senior Officials, University Lectures, Education Officials from the Ministry of Education and Vocational Training (MoEVT), Ministry of Regional Administration and Local Government (MORALG), Regional and District education officers, Regional and District academic officers, Examiners, School and College Inspectors, School and College Directors and Managers and Curriculum Developers. However, other stakeholders such as Teachers, Tutors, Parents, Donor agencies, Government and Non-government Organizations dealing with educational issues may use this curriculum document.



## **1.0 THE CURRENT CONTEXT OF TEACHER EDUCATION CERTIFICATE PROGRAMMES**

The provision of any education programme reflects the existing local, regional and international situations. This indicates situations that can be contextually scanned from social and economic environment in which the intended education is supposed to take place. It is, therefore, imperative for a developing country like Tanzania to have a curriculum which embraces quality education as vital and inevitable for accelerating its socio-economic development.

Currently, the certificate in teacher education programmes in Tanzania has taken into consideration aspects of social and economic needs in order to prepare student-teachers who can fit in the society and compete in the global economy.

### **1.1 Social Environment**

Tanzania has many ethnic groups, each with a different language. However, there is a national language called Kiswahili which is also a language of instruction in pre-primary, primary and Teacher Education Certificate programs for government owned colleges.

Tanzania has 120 tribes, each of which has a different culture. Teachers in this country have to be trained so that they can teach their pupils who come from this ethnic and cultural diversity. There are several religions in the country, but Christian and Islamic are the major religions. Teachers have to be trained to behave in such a manner that they don't maintain any ethnic or belief system to maintain the national unity and harmony.

### **1.2 Economic Environment**

Tanzania is a country endowed with a multitude of resources such as natural gas, coal, uranium, gold, tin and diamonds, just to name a few. National parks and other tourist attractions invite a considerable amount of foreign income. However, due to low technological capacity and unbalanced global market, the national income has remained low leaving education institutions underfunded, hence low turnover of

trained teachers annually. The current social status of teachers has made it difficult to attract competent personnel in the teaching profession. Further initiatives are required to put the teaching profession at people's demand and therefore attract needy and competent teacher trainees.

## **2.0 EDUCATIONAL POLICY STATEMENTS**

The review of the Teacher Education Certificate Program curriculum has been made inevitable to cater for the needs of the learners and the society in the changing world. The review has therefore largely focused on both global and national demands as follows:

### **2.1 Global Demands**

#### **2.2.1 The 2000 Millennium Development Goals (MDGs)**

One of the millennium development goals is the provision of quality education to all. Much global pressure is exerted on developing countries to ensure that the Millennium Development Goals are met by 2015. Out of the eight Millennium Development Goals, two are directly relevant to education. These are:

*Goal number 2:* Achievement of universal primary education by ensuring that all boys and girls complete a full course of primary education.

*Goal number 3:* Promotion of gender equality and empowering women by eliminating gender disparity in primary and secondary education by 2005, and at all levels by 2015 (UNESCO, 2000).

#### **2.2.2 The 1990 Joemtien World Conference on Education For All (EFA)**

This world conference set up broad global guidelines, goals and targets for the expansion and improvement of Basic Education to cover all people; children, the youth and adults without any form of discrimination. The target period for these achievements was the decade between 1990 and the year 2000. EFA singled out the basic learning needs to be prioritized by all countries, which include: literacy, oral expression, numeracy and the ability to solve problems. These basic learning needs were supposed to go along

with knowledge, skills, values and attitudes, all of which would enable the target group to live and work with dignity as fully empowered human beings.

## **2.2 National Policies**

The central policy in Tanzania is the Education for Self Reliance (ESR). This philosophical vision is also reflected in the government's Development Vision 2025 and National Strategy for Growth and Reduction of Poverty (NSGRP). The leading sector policy in education is the government's Education and Training Policy (ETP) of 1995 and it is the base for all other education policies. The major emphasis of ETP in line with ESR include among others, the nurture and development of:

- a) creativity and originality
- b) assertiveness and confidence
- c) problem solving skills
- d) merge of theory and practice
- e) entrepreneur skills
- f) technological skills
- g) investigative and inquiring minds
- h) curiosity

### **2.2.1 Education Sector Development Programme (ESDP)**

In the mid-1990s the government of Tanzania initiated various social sector reforms including those in the education sector. In the education sector the reform is taking place under the Education Sector Development Programme (ESDP). Among its objectives is to ensure equity in access to quality formal education.

### **2.2.2 The Education and Training Policy (ETP)**

The Education and Training Policy (1995) is probably the first comprehensive education policy ever developed in Tanzania. The policy emphasizes *inter alia*, the provision of quality education through curriculum review, use of appropriate assessment procedures, improve

teacher management and motivation. The policy also focuses on ensuring the existence of adequate skilled technical workforce of all categories through increased availability of opportunities for vocational education and training. This endeavour is geared towards contributing in job creation and self-employment.

### **2.2.3 The Tanzania Development Vision 2025**

The Vision 2025 underscores the importance of curriculum transformation with a focus on promoting creativity and problem solving as a means towards the utilisation of science and technology in all works of life. In order to attain that vision the emphasize was to equip schools with adequate teaching aids in all levels of education so as to have a well educated and learning society. The vision also focuses on making ICT accessible to all pupils' students and students' teachers.

### **2.2.4 National Strategy for Growth and Reduction of Poverty (NSGRP)**

The National Strategy for Growth and Reduction of Poverty (NSGRP) initiative underscores the importance of education as an effective tool for poverty reduction and improving the quality of life (URT, 2004).

## **2.3 Aims of Education in Tanzania**

The general aims of education in Tanzania are:

- a) To guide and promote the development and improvement of the personalities of the citizens of Tanzania, their human resources and effective utilization of those resources in bringing about individual and national development;
- b) To impart the acquisition and appreciation of culture, customs and traditions of the people of Tanzania;
- c) To promote the acquisition and appropriate use of numeracy, literacy, social, scientific vocational, technological, professional and other forms of knowledge, skills and attitudes towards the development and improvement of the condition of man and society;
- d) To develop and promote self-confidence and an inquiring mind, understanding and respect for human dignity, human rights and readiness to

- work hard for personal self advancement and national improvement;
- e) To enable and to expand the scope of acquisition, improvement and upgrading of mental, practical, productive and other life skills needed to meet the changing needs of industry and the economy;
  - f) To enable every citizen to understand the fundamentals of the National Constitution as well as the enshrined human and civic rights, obligations and responsibilities;
  - g) To promote the love for work, self and wage employment and improved performance in the production and service sectors;
  - h) To inculcate principles of the national ethnic and integrity, national and international cooperation, peace and justice through the study, understanding and adherence to the provisions of the National Constitution and other international basic charters and;
  - i) To enable a rational use, management and conservation of the environment.

#### **2.4 Objectives of Teacher Education and Training**

The objectives of Teacher Education are:

- a) To impart teacher trainees theories and principles of education psychology, guidance and counseling
- b) To impart to teacher trainees principles and pedagogical skills of creativity and innovation;
- c) To promote an understanding of the foundation of the school curriculum;
- d) To sharpen the teacher trainees' , teachers' and tutors knowledge, and mastery of selected subjects, skills and technologies;
- e) To impart the skills and techniques of assessment and evaluation in education;
- f) To enable both teacher trainees and serving teachers and tutors to acquire leadership and management skills in education and training.

#### **3.0 STATEMENT OF BROAD LEARNING, OBJECTIVES AND COMPETENCES**

Tanzania shall be offering three types of pre-service Certificate in Teacher Education courses which include:

- a) Pre-primary Teacher Education Certificate Course

- b) Primary Teacher Education Certificate Course in
- c) Physical Education Teacher Education Certificate Course in

Student teachers studying for the three teacher education certificate courses shall be treated similarly in all academic and professional aspects except for their respective areas of specialization.

### **3.1 Pre-primary Teacher Education Certificate Course**

#### **3.1.1 Vision**

To have efficient, effective and dynamic pre-primary school teachers capable of handling children of different learning needs at the age of 5-6 in preparation to join primary education.

#### **3.1.2 Mission**

To establish relevant training programmes and adequate support facilities for the production of competent teachers.

#### **3.1.3 Competences for the Pre-Primary Teacher Education Certificate Course**

Teacher trainees who successfully complete the Pre-primary Teacher Education Certificate Course are expected to have acquired competences in:

- a) Analyzing children's growth and development;
- b) Guiding and counseling children who have different learning needs;
- c) Carrying out small scale participatory or action research related to pre-primary education.
- d) Assessing children's progress and disseminating the required information to relevant stakeholders;
- e) Organizing and managing pre-school classes;
- f) Involving parents and the wider community in matters concerning child care and support;
- g) Developing and using different teaching and learning materials suitable for pre-school children;

- h) Using interactive and participatory teaching/learning methods suitable for pre-school children.

### **3.1.4 Objectives for the Pre-Primary Teacher Education Certificate Course**

The objectives of Pre-primary Teacher Certificate Education Course are to:

- a) Conduct guidance and counseling sessions for children and their parents;
- b) Use interactive and participatory teaching methods;
- c) Use ICT materials for teaching in pre-primary school classes;
- d) Improvise teaching and learning materials using locally available resources;
- e) Assess children's progress and keep records;
- f) Involve parents and community in child's care and support;
- g) Organize, supervise and manage pre-primary classroom sessions;
- h) Conduct small scale research to identify special characteristics of young children and their academic progress;
- i) Give professional and academic advice to the needy.

## **3.2 Primary Teacher Education Certificate Course**

### **3.2.1 Vision**

To have efficient and effective primary school teachers capable of handling different learning needs of primary school children.

### **3.2.2 Mission**

To establish the requisite infrastructure, and provide other necessary resources so as to prepare a cadre of qualified, committed, adaptable and competent primary school teachers.

### **3.2.3 Competences for the Primary Teacher Education Certificate Course**

Teacher trainees who successfully complete the Primary Education Certificate Course are expected to have acquired competences in:

- a) Guiding and counseling children with diverse needs.

- b) Promoting personality development, social, mental and physiological characteristics to primary school pupils.
- c) Assessing children's progress in terms of behaviour and academic performance.
- d) Using administrative and management skills to provide care and support to primary school children.
- e) Carrying out small scale research studies on the children learning and development.
- f) Designing, developing and using teaching and learning materials in teaching.

#### **3.2.4 Objectives for the Primary Teacher Education Certificate Course**

The Objectives for Primary Teacher Education Certificate Course are to:

- a) Carry out child studies to identify special characteristics of primary school children.
- b) Plan and develop participatory and interactive lessons for primary school children;
- c) Design, develop and improvise teaching and learning materials for teaching in primary education.
- d) Inculcate acceptable norms, values and behaviour to primary school children.
- e) Select, organize, supervise and manage primary classroom sessions.
- f) Construct tests and examinations on the primary education curriculum which cater for all the three domains of knowledge.

### **3.3 Physical Education Teacher Education Certificate Course**

#### **3.3.1 Vision**

To have a high quality Physical Education Certificate Course which will contribute to the development of adequate qualified competent and efficient cadre of teachers for teaching physical education in primary schools



### **3.3.2 Mission**

To establish relevant programmes and adequate support services necessary for preparing a cadre of qualified, committed, creative, adaptable and competent physical education teachers for primary schools.

### **3.3.3 Competences for Physical Education Teacher Education Certificate Course**

Teacher trainees who successfully complete the Physical Education Teacher education Certificate Course are expected to have acquired competences in:

- a) Planning and preparation of teaching in Physical Education.
- b) Classroom management and practice.
- c) Assessment and evaluation of Physical Education activities.
- d) Sport and game activities.
- e) Exercise and fitness lifestyle.
- f) Movement and movement skills.

### **3.3.4 Objectives of Physical Education Teacher Education Certificate Course**

The Objectives of Physical Education Certificate Course are to:

- a) Apply health principles in sporting and bodily activities.
- b) Understand and apply philosophical, psychological, sociological and foundation principles which guide educational practice, research, instructional design, teaching and assessment in Physical Education
- c) Understand and perform different types of games and sports, their rules and regulations.
- d) Organize and manage different sport activities in school.
- e) Analyze muscle action in different activities
- f) Plan, prepare and carry out practical demonstration on teaching physical activities for body conditioning.

## **4.0 STRUCTURE OF THE FORMAL EDUCATION AND TRAINING SYSTEM**

The formal education system in Tanzania is 2:7:4:2:3<sup>+</sup>. In this system, learners

spend two years in pre-primary education, seven years in primary education, four years in ordinary level secondary education, two years in advanced level secondary education and at least three years of tertiary education. Teacher education certificate level falls under the tertiary level of the education system.

#### **4.1 Number of years of schooling**

Learners join Certificate in Teacher Education after completing four years of Ordinary Secondary education. Teacher trainees have to spend two years in college based teacher education.

#### **4.2 Time for teaching and learning**

Within this period, the teaching and learning time shall be:

- a) One (1) hour per period.
- b) Six instructional hours per day.
- c) Co-curricular activities for the rest of the day.

#### **4.3 College training terms**

The training terms shall be:

- (a) Two terms a year punctuated by holidays (a long holiday and two midterm breaks).
- (b) 194 days allocated for the training per year.

They shall also attend two sessions of Block Teaching Practice (BTP); two month in the first year and the other two month in the second year.

### **5.0 STRUCTURE OF CURRICULUM CONTENT AND LEARNING AREAS**

The curriculum for certificate level teacher education is designed and developed within the shift of paradigm whereby teaching shall be taken as a facilitation of learning rather than a transfer of knowledge, learner centred teaching and learning, and knowledge construction and the building of skills, attitude and competences in the teacher trainees shall be emphasized.

Learning Areas for Teacher Education Certificate Course shall study the following core subjects

- a) Professional studies (Ualimu)
- b) Academic and pedagogy Subjects (Kiswahili, Hisabati, Sayansi, English, Uraia, TEHAMA, Haiba na Michezo, Jiografia, Historia)
- c) General courses (Vielelezo na Teknolojia, Stadi za Mawasiliano and Dini)

**NB**

- a) There shall not be subject specialization in the entire Teacher Education Certificate Courses.
- b) Teacher trainees taking the Pre-Primary, Primary and Physical Education Certificate Courses shall have to learn the relevant methodologies for teaching each particular courses.

**5.1 Learning Areas for Pre-Primary Teacher Education Certificate Course**

The main components of Pre-primary Certificate Teacher Education Course include:

- a) Professional studies (Ualimu).
- b) Academic subjects (Masomo ya Taaluma)
- c) Methodologies for teaching Pre-primary Subject Activities.
- d) General courses (Vielelezo na Teknolojia, Stadi za Mawasiliano and Dini)

Teacher trainees will be required to study Professional studies, all the academic subjects taught in primary schools and methodology for teaching Pre-primary Subject Activities.

The curriculum content for Pre-primary teacher education certificate course describes the main components of the learning areas and the distribution of hours per subject per week.

**Table 1: Distribution of Hours per Subject per Week and Rationale of the Subject**

<b>SUBJECTS/LEARNING ACTIVITIES</b>	<b>TIME (hours per week)</b>	<b>REMARKS</b>
<b>i) Ualimu</b>	2	To expose student teachers to the professional studies, thus, promote their competence
<b>ii) Academic Subjects</b>		
1. Sayansi (Taaluma )	2	To enhance their mastery of the subject matter.
2. Stadi za Kazi (Taaluma )	2	
3. Kiswahili (Taaluma )	2	
4. English (Taaluma )	2	
5. Hisabati (Taaluma)	2	
6. Michezo (Taaluma )	2	
7. Vielelezo na Teknolojia (Taaluma)	1	Promoting student teachers' skills in improvising and using various teaching/learning materials for teaching.
8. ICT (Taaluma)	2	Exposing student teachers' to basic ICT programs to support learning.
9. Communication Skills (Taaluma)	2	Promoting student teachers' basic communications skills for class interaction.
10. Uraia (Taaluma)	1	Expose student teachers' to civic education.
11. Dini	1	Expose student teachers' to religious norms, values and attitudes.
<b>iii) Vitendo vya Masomo</b>		
Vitendo vya Sayansi (ufundishaji)	3	Expose student teachers to the principles and practice of Science learning activities
Vitendo vya Sanaa (ufundishaji)	3	Expose student teachers to the principles and practice of teaching Arts learning activities
Vitendo vya Kiswahili (ufundishaji)	2	Expose student teachers to principles and practice of teaching Vitendo vya Kujifunza Kiswahili
English Learning Activities (Pedagogy)	3	Expose student teachers to principles and practice of English learning activities.
Vitendo vya Hisabati	3	Expose student teachers to principles and practice of

<b>SUBJECTS/LEARNING ACTIVITIES</b>	<b>TIME (hours per week)</b>	<b>REMARKS</b>
(ufundishaji)		teaching mathematics learning activities
Vitendo vya Haiba na Michezo (ufundishaji)	2	Expose student teachers to theories of personality building, intellectual development, psychomotor and psychological development and acquire skills for teaching the same.

**Note**

The time allocated for the course in year one and two is 5 months for the first term, and 4 months for the second term due to college involvement in Block Teaching Practice and the final Examinations. For more information on the total time allocated, see the table below:

**Table 2: Time Allocation per Term**

<b>SUBJECTS/LEARNING ACTIVITIES</b>	<b>TOTAL HOURS PER TERM</b>			
	<b>Year 1</b>		<b>Year 2</b>	
	<b>Term I</b>	<b>Term II</b>	<b>Term I</b>	<b>Term II</b>
<b>Ualimu</b>	40	24	40	24
Communication skills	40	24	40	24
Vielelezo na Teknolojia	20	12	40	24
Dini	20	12	40	24
Sayansi (Taaluma)	40	24	40	24
Michezo (Taaluma)	40	24	40	24
English (Academic)	40	24	40	24
Kiswahili (Taaluma)	40	24	40	24
French (Taaluma)	40	24	40	24
Hisabati (Taaluma)	40	24	40	24
Stadi za Kazi (Taaluma)	40	24	40	24
ICT	40	24	40	24
<b>Vitendo vya masomo vya Elimu ya Awali</b>				
Vitendo vya Sanaa (Ufundishaji)	40	24	40	24
Vitendo vya Hisabati (Ufundishaji)	60	36	60	36
Vitendo vya Kiswahili (Ufundishaji)	60	36	60	36
English Learning Activities (Pedagogy )	60	36	60	36
Vitendo vya Sayansi (Ufundishaji)	60	36	60	36
Vitendo vya Sanaa (Ufundishaji)	60	36	60	36
Uraia	20	12	20	12
ICT	40	24	40	24

## 5.2 Learning Areas for Primary Teacher Education Certificate Course

The learning areas for Primary Teacher Education Certificate Course include:

- a) Professional studies (Ualimu).
- b) Academic subjects (Masomo ya Taaluma).
- c) Subjects teaching methodologies (Mbinu za kufundishia).
- d) General courses (Vielelezo na Teknolojia, Stadi za Mawasiliano and Dini)

Student teachers will be required to study Professional studies, all the academic subjects taught in primary schools methodology for teaching primary school subjects and common courses. In the ‘Stadi za Kazi’ subject student teachers will be required to specialize in at least three trades depending on the type of trade offered in a particular college.

**Table 3: Distribution of Time per Subject**

SUBJECTS	TIME PER WEEK	REMARKS
<b>1. Ualimu</b>	2 hours	To enable student teacher to: i) acquire knowledge and skills to understand children behaviour, build child friendly environment and offer guidance and counselling ii) understand the history of Tanzania education, concepts and philosophies which guide the practice and management of primary education iii) acquire research, assessment and evaluation skills necessary for measuring student performance and identification of educational problem and how to solve them iv) Understand various theories and practice which influence the planning and implementation of the teaching and learning process.
<b>2. Communication Skills</b>	2 hours	To improve teacher trainees’ knowledge and utilization of languages in different contexts.
<b>3. ICT</b>	2	To expose teacher trainees to modern technology for accessing knowledge and information
<b>4. Uraia Taaluma</b>	1 hour	To expose teacher trainees to general knowledge about political, social and economic development and issues at national and international levels.
Ufundishaji	2 hours	To expose teacher trainees to interactive teaching and learning methods in civics, skills for preparation for

<b>SUBJECTS</b>	<b>TIME PER WEEK</b>	<b>REMARKS</b>
		teaching and application of various learning theories and resource materials.
<b>5. Vielelezo na Teknolojia</b>	1 hour	To expose teacher trainees to various technologies and media and acquire skills for using them in the teaching and learning processes.
<b>6. Stadi za kazi Taaluma</b>	2 hours	To strengthen teacher trainees' mastery of the subject matter
Ufundishaji	2 hours	To expose to interactive teaching and learning methods, skills of preparation for teaching and application of various learning theories.
<b>7. Dini</b>	1 hour	To promote personal values, norms, attitudes and morals acceptable to Tanzania society.
<b>8. Historia Taaluma</b>	2 hours	To strengthen their mastery of the subject matter.
Ufundishaji	2 hours	To expose teacher trainees to interactive teaching and learning methods, skills of preparation for teaching and application of various learning theories in the teaching of Historia.
<b>9. Jiografia Taaluma</b>	2 hours	To strengthen their mastery of the subject matter.
Ufundishaji	2 hours	To expose teacher trainees to interactive teaching and learning methods, skills of preparation for teaching and application of various learning theories in the teaching of Jiografia.
<b>10. English Taaluma</b>	2 hours	To strengthen their mastery of the subject matter.
Ufundishaji	3 hours	To expose teacher trainees to interactive teaching and learning methods, skills of preparation for teaching and application of various learning theories in the teaching of English.
<b>11. TEHAMA Ufundishaji</b>	2 hours	To expose teacher trainees to interactive teaching and learning methods, skills of preparation for teaching and application of various learning theories in the teaching of TEHAMA.
<b>12. Haiba na Michezo Taaluma</b>	2 hours	To strengthen their mastery of the subject matter.
Ufundishaji	2 hours	To expose teacher trainees to interactive teaching and learning methods, skills of preparation for teaching and application of various learning theories in the teaching of



<b>SUBJECTS</b>	<b>TIME PER WEEK</b>	<b>REMARKS</b>
		Haiba na Michezo.
<b>13. Hisabati</b> Taaluma	2 hours	To strengthen their mastery of the subject matter.
Ufundishaji	3 hours	To expose teacher trainees to interactive teaching/learning methods, skills of preparation for teaching and application of various learning theories in the teaching of Hisabati.
<b>14. Kiswahili</b> Taaluma	2 hours	To strengthen their mastery of the subject matter.
Ufundishaji	3 hours	To expose teacher trainees to interactive teaching and learning methods, skills of preparation for teaching and application of various learning theories in the teaching of Kiswahili.
<b>15. Sayansi</b> Taaluma	2 hours	To strengthen their mastery of the subject matter.
Ufundishaji	3 hours	To expose teacher trainees to interactive teaching and learning methods, skills of preparation for teaching and application of various learning theories in the teaching of Sayansi.
<b>16. French</b> Taaluma	1 hour	To strengthen their mastery of the subject matter.
Ufundishaji	2 hours	To expose teacher trainees to interactive teaching and learning methods, skills of preparation for teaching and application of various learning theories in the teaching of French.

**Table 4: Total Time Allocation for the Course**

SUBJECTS/ACTIVITIES	TOTAL HOURS PER TERM			
	Year 1		Year 2	
	Term I	Term II	Term I	Term II
<b>Ualimu</b>	40	24	40	24
<b>Communication Skills</b>	40	24	40	24
<b>Vielelezo na Teknolojia</b>	20	12	20	12
<b>Dini</b>	20	12	20	12
<b>ICT</b> TaalumaA	40	24	40	24
<b>TEHAMA</b> Ufundishaji	40	24	40	24
<b>Uraia</b> Taaluma Ufundishaji	20 40	12 24	40 40	24 24
<b>Historia</b> Taaluma Ufundishaji	40 40	24 24	40 40	24 24
<b>Jografia</b> Taaluma Ufundishaji	40 40	24 24	40 40	24 24
<b>English</b> Academic Pedagogy	40 60	24 36	40 60	24 36
<b>Haiba na Michezo</b> Taaluma Ufundishaji	40 40	24 24	40 40	24 24
<b>Hisabati</b> Taaluma	40	24	40	24

SUBJECTS/ACTIVITIES	TOTAL HOURS PER TERM			
	Year 1		Year 2	
	Term I	Term II	Term I	Term II
Ufundishaji	60	36	60	36
<b>Kiswahili</b>				
Taaluma	40	24	40	24
Ufundishaji	60	36	60	36
<b>Sayansi</b>				
Taaluma	40	24	40	24
Ufundishaji	60	36	60	36
<b>French</b>				
Taaluma	20	12	20	12
Ufundishaji	40	24	40	24
<b>Stadi za Kazi</b>				
Taaluma	40	24	40	24
Ufundishaji	40	24	40	24

#### NOTE

The time allocated for the course in year one and two is 5 months for the first term, and 4 months for the second term due to college involvement in Block Teaching Practice and Final Examinations.

### 5.3 Learning Areas for Physical Education Teacher Education Certificate Course

The main components of Physical Education course will include:

- a) Professional studies (Ualimu)
- b) Academic subjects (Masomo ya Taaluma)
- c) Methodology for teaching Physical Education
- d) Common courses (Vielelezo na Teknolojia, Stadi za Mawasiliano and Dini)

Student teachers will be required to take professional studies, all subject taught in primary schools, methodology for teaching Physical Education and common courses. In the ‘Stadi za Kazi’ subject student teachers will be required to specialize in at least three trades depending on the type of trade offered in a particular college.

**Table 5: Distribution of Hours per Subject**

<b>SUBJECTS</b>	<b>TIME PER WEEK</b>	<b>REMARKS</b>
<b>1. Ualimu</b>	2 hours	To enable student teachers to: i) acquire knowledge and skills to understand children behaviour, build child friendly environment and offer guidance and counselling in Physical Education ii) understand the history and development of Physical education in Tanzania, concepts and philosophies which guide the practice and management of Physical Education iii) acquire research, assessment and evaluation skills necessary for measuring student performance and identification of educational problem and how to solve them iv) understand various theories and practice which influence the planning and implementation of the teaching and learning process in Physical education
<b>2. Michezo</b> Taaluma	2 hours	To expose student teachers on the concept theories and principles of sports and games.
Ufundishaji	2 hours	To develop an appreciation of the benefit of participating in physical education, health related activities sports and recreation.
<b>3. Usimamizi na usalama katika Michezo</b>	2 hours	To expose student teachers’ knowledge and skill in organizing and managing sports and sports related activities also to expose them on the concept theories and principles of sports medicine
<b>4. Communication Skills</b>	1 hour	To improve student teachers’ knowledge and utilization of languages in different contexts.
<b>5. ICT</b>	2 hour	To expose student teachers to modern technology for accessing knowledge and information
<b>6. Uraia</b> Taaluma	1 hour	To expose student teachers to general knowledge about political, social and economic development and issues at national and international levels.
		To expose student teachers to interactive teaching and learning

<b>SUBJECTS</b>	<b>TIME PER WEEK</b>	<b>REMARKS</b>
Ufundishaji	2hours	methods in civics, skills for preparation for teaching and application of various learning theories and resource materials.
<b>7. Vielelezo na Teknolojia</b>	1 hour	To expose student teachers to various technologies and media and acquire skills for using them in the teaching and learning processes.
<b>Dini</b>	1 hour	To promote personal values, morals acceptable to Tanzania society.
<b>8. English Taaluma</b>	2 hours	To strengthen their mastery of the subject matter.
Ufundishaji	3hours	To expose student teachers to interactive teaching and learning methods, skills of preparation for teaching and application of various learning theories in the teaching of English.
<b>9. TEHAMA Ufundishaji</b>	2hours	To expose student teachers to interactive teaching and learning methods, skills of preparation for teaching and application of various learning theories in the teaching of TEHAMA.
<b>10. Hisabati Taaluma</b>	2 hours	To enhance their mastery of the subject matter.
Ufundishaji	3 hours	To expose student teachers to interactive teaching and learning methods, skills of preparation for teaching and application of various learning theories in the teaching of Historia.
<b>11. Kiswahili Taaluma</b>	2 hour	To strengthen their mastery of the subject matter.
Ufundishaji	3 hours	To expose student teachers to interactive teaching and learning methods, skills of preparation for teaching and application of various learning theories in the teaching of Kiswahili.
<b>12. Sayansi Taaluma</b>	2hours	To enhance their mastery of the subject matter.
Ufundishaji	3 hours	To expose student teachers to interactive teaching and learning methods, skills of preparation for teaching and application of various learning theories in the teaching of Sayansi.
<b>13. French Taaluma</b>	1 hour	To enhance their mastery of the subject matter.
Ufundishaji	2 hours	To expose student teachers to interactive teaching and learning methods, skills of preparation for teaching and application of various learning theories in the teaching of French.

**Table 6: Time Allocation for the Course**

SUBJECTS	TOTAL HOURS PER TERM			
	Year 1		Year 2	
	Term I	Term II	Term I	Term II
<b>Ualimu</b>	40	24	40	24
<b>Usimamizi na usalama katika michezo</b>	40	24	40	24
<b>Michezo</b>				
Taaluma	40	24	40	24
Ufundishaji ( Haiba na Michezo)	40	24	40	24
<b>Communication skills</b>	40	24	40	24
<b>Vielelezo na Teknolojia</b>	20	12	20	12
<b>Dini</b>	20	12	20	12
<b>TEHAMA</b>				
Taaluma	40	24	40	24
Ufundishaji	40	24	40	24
<b>Uraia</b>				
Taaluma	20	12	20	12
Ufundishaji	40	24	40	24
<b>English</b>				
Taaluma	40	24	40	24
Ufundishaji	60	36	60	36
<b>Hisabati</b>				
Taaluma	40	24	40	24
Ufundishaji	60	36	60	36
<b>Kiswahili</b>				
Taaluma	40	24	40	24
Ufundishaji	60	36	60	36
<b>Sayansi</b>				
Taaluma	40	24	40	24
Ufundishaji	60	36	60	36
<b>French</b>				
Taaluma	20	12	20	12
Ufundishaji	40	24	40	24

## **NOTE**

The time allocated for the course in year one and year two is 5 months for the first term, and 4 months for the second term due to college involvement in Block Teaching Practice and the Final Examinations.

## **6.0 STANDARD OF RESOURCES REQUIRED FOR THE IMPLEMENTATION OF THE CURRICULUM**

There shall be guidance in the design of standard resources for effective implementation of the Pre-Primary, Primary and Physical Education Teacher Education Certificate Courses. The following are the important requirements to be in place to ensure proper and efficient implementation of these courses.

### **6.1 Course Requirement**

- a) Minimum admission requirements for the teacher education certificate course shall be Division III of the Certificate of Secondary Education Examination (CSEE).
- b) Selection process shall be competitive; an individual is required to apply for the course.

### **6.2 Tutor Qualities**

- a) Academic qualifications  
Minimum qualification for tutors at certificate teacher education level shall be the possession of a valid University degree, with necessary relevant professional qualification and specialization as follows:
  - (i) Tutors for pre-primary school certificate course shall have a first degree specializing in pre – primary education.
  - (ii) Tutors for primary schools certificate course shall have a first degree in primary education.
  - (iii) Tutors for physical education certificate course shall have a first degree specializing in physical education.

- b) The tutors shall have an experience in teaching at pre-primary education, primary education and physical education in schools at least for four years
- c) Professional Development
  - (i) Tutors shall have adequately participated in Teaching Practice so as to have strong professional competence.
  - (ii) They shall have attended at least two in-service training courses e.g. Short courses, Seminars, Workshops, Symposia, Long courses or Conferences.
- d) Teaching load

A college tutor shall have a minimum and maximum of 16 and 24 teaching periods per week respectively. Apart from classroom activities a tutor will participate in supervising student teachers' project works and other extra-curricular activities.
- e) Student teachers per tutor

The number of student teachers recommended per class shall not exceed 35.

### **6.3 College Leadership Qualities**

- a) The Principal shall hold a minimum of Master's degree in education.
- b) Professional qualifications

The principal shall be a trained tutor with a working experience of not less than 5 years.
- c) The college leaders shall comprise of the personnel who are:
  - (i) Committed.
  - (ii) Dynamic.
  - (iii) Caring.
  - (iv) Cooperative.
  - (v) Responsible and accountable



## 6.4 College Facilities

- (a) Physical resources
  - (i) Laboratories
  - (ii) Lecture theatres and administration blocks
  - (iii) Staff quarters
  - (iv) Power supply and facilities.
  - (v) Library facilities
  - (vi) Multipurpose halls
  - (vii) Dinning Hall
  - (viii) Transport facilities
  - (ix) Service and maintenance workshops
  - (x) Dormitories
- (b) Health and safety facilities
  - (i) Toilets
  - (ii) Drainage system.
  - (iii) Fire extinguishers and detectors.
  - (iv) Clean and safe water.
  - (v) First aid facilities.
  - (vi) Dispensary facilities and services.
- (c) Sports and recreational facilities
  - (i) Playgrounds
  - (ii) Facilities and equipment for sports, games and recreational activities
  - (iii) Equipment for learners with special needs.
- (d) Teaching and Learning Materials
  - (i) Textual materials

These include Manuals, Teachers' guides, Text books, Reference books, syllabi, modules, Encyclopedia, maps, Newspapers, Journals and relevant cuttings, Texts in Braille, fliers
  - (ii) Non-textual materials

These include Models, Flip charts, TV, Over Head Projector, Computer and power point facilities, Writing boards Public address gear e.g. microphones, amplifiers and loud speakers, Subject kits, photographs, Posters, Braille machines

(e) Facilities for Students with Disabilities

- i) Braille, white cane, lenses for visually impaired
- ii) Wheel chairs for physically handicapped
- iii) U-shaped class – loss of hearing and deaf
- iv) Wide doors
- v) Pavements friendly to disabled.
- vi) Resource rooms
- vii) Special toilets
- viii) Special game pitches
- ix) Sound proof rooms

## **7.0 TEACHING METHODOLOGY**

The Certificate programme shall emphasize student centered and interactive approaches in the process of teaching and learning. Tutors will not be the sole sources of knowledge but will act as facilitators providing a broad range of learning experiences. Student teachers will be encouraged to assume more responsibility for their own learning.

In the learner centered model, the following practices shall be emphasized:

- a) Engage students in active learning experiences.
- b) Set high and meaningful student learning expectations.
- c) Provide, regular and timely feedback.
- d) Recognize and respond to different student learning styles and promote the development of multiple intelligences.
- e) Presenting real world applications.
- f) Understand and apply different techniques of student assessment.
- g) Create opportunities for student- tutor interactions and student - student interactions.
- h) Consideration of student-teachers with special needs.

### **7.1 Teaching of the Academic Component**

The academic parts of the course will be transacted by interactive lectures, self-study, seminars, media supported teaching and practical activities. It is expected that these strategies will enable the student teachers to acquire the stated competencies that are critical for making reflective practice and committed teaching.

### **7.2 Teaching the Pedagogic Component**

Pedagogic analysis of school teaching subjects is an essential component of the Certificate programme. This component will be transacted using a variety of learning experiences including micro-teaching, demonstrations, peer group teaching, single lesson teaching practice and materials production workshops and portfolios.

### **7.3 Teaching Practice**

Practical teaching, professionally known as Block Teaching Practice (BTP) shall be carried out in primary schools and pre-primary schools twice (total of 16 weeks) throughout the course. BTP is done in order to translate into practice the theoretical concepts and insights gained from the academic and pedagogical competencies acquired by student teachers during classroom sessions. This experience will also provide the students with an opportunity to identify areas for to developing proposals for their project work.

Planning, analyzing and monitoring of the practical teaching session will require the involvement of the tutors. However, the moderation exercise shall involve tutors, college principals, education inspectors, regional education officers, education officers from MoEVT and others from the approved education institutions.

## **8.0 ASSESSING STUDENT TEACHERS ACHIEVEMENT**

The assessment of the quality of teaching and learning shall be within the paradigm which emphasizes learner centeredness. There shall be systematic formative and summative assessment during the certificate teacher training. Assessment procedure shall include Continuous Assessment (CA) and Final Examination as shown in table 7, 8 and 9.

### **8.1 Continuous Assessment**

Continuous assessment shall contribute 50 per cent in the final assessment of the student teachers. The following assessment procedures shall be employed:

- a) Written exercises, tests and examination.
- b) Self assessment portfolio.
- c) Single Lesson Teaching Practice (SLTP).
- d) Periodic essay writing.
- e) Micro-teaching.
- f) Practical sessions and projects.
- g) Block Teaching Practice (BTP).

There should be assessment during Block Teaching Practice. A minimum of five assessments shall be conducted 3 for the first year and 2 during the second year. Tutors, Head teachers and Subject Academic Officers shall be responsible to submit the assessment records. Tutors shall be responsible to compile all assessment records conducted by Head teachers and subjects' academic officers.

### **8.2 Final Examination**

The National Examinations Council of Tanzania, (NECTA) shall be responsible for administration of Final Examinations to the course. In order to qualify for the award of Pre-primary and Primary Certificate in Teacher Education course, a candidate shall be required to pass in all the theoretical courses and Teaching Practice. NECTA shall set the minimum pass mark

and the classification of the certificate in this course. NECTA shall also be responsible for the accreditation and certification in Teacher Education Certificate Courses.

### 8.3 Exit Conditions

Exit conditions shall include the following;

- i) A candidate shall be required to pass all examinations including Teaching Practice.
- ii) The passes shall be classified as first class, second class, third class and fail.
- iii) Any candidate who fails in Teaching Practice shall be considered a total failure.

**Table 7: Assessment of the Pre-primary Teacher Education Certificate Course**

SN	Name of Course	Mode of Teaching	Continuous Assessment and Final Exams					
				Year 1		Year 2		%
				Term I	Term II	Term I	Term II	
1	Ualimu		1. Class presentation	1	1	1	1	10
			2. Project (Conduct classroom research)	-	1	1	-	10
			3. Tests	2	2	1	1	10
			4. Terminal Exams	1	1	1		20
			5. Final Exams	-	-	-	1	50
2	Hisabati	Taaluma	1. Tests	1	1	1	1	05
			2. Individual assignment	1	-	1	-	05
	Vitendo		3. Terminal	1	1	1	-	10

SN	Name of Course	Mode of Teaching	Continuous Assessment and Final Exams					
				Year 1		Year 2		
				Term I	Term II	Term I	Term II	%
	<b>vya Hisabati</b>		exams					
		Ufundishaji	1. Tests	1	1	1	1	05
			2. Practical	-	1	-	-	05
			3. Portfolio	1	1	1	1	10
			4. Terminal exams	1	1	1	-	10
			5. Final Exam(taaluma na ufundishaji)	-	-	-	1	50
3	<b>Kiswahili</b>	Taaluma	1. Test	1	1	1	1	05
			2. Project (prepare Books & models)	-	1	-	-	05
			3. Terminal exams	1	1	1	-	10
	<b>Vitendo vya Kiswahili</b>	Ufundishaji	1. Test	1	1	1	1	05
			2. Practical	1	-	-	-	05
			3. Individual assignment	-	1	-	-	05
			4. Essay writing	1	1	-	-	05
			4. Terminal Exam	1	1	1	-	10
			5. Final Exams(taaluma na ufundishaji)	-	-	-	1	50
			4	<b>Stadi za Kazi</b>	Taaluma	1. Test	1	1
2. Project (Design and develop models)	-	1				-	-	05
3. Terminal Exams	1	1				1	-	10
<b>Vitendo</b>	Ufundishaji	1. Test		1	1	1	1	05

SN	Name of Course	Mode of Teaching	Continuous Assessment and Final Exams					
				Year 1		Year 2		
				Term I	Term II	Term I	Term II	%
	vya Sanaa		2. Practical	-	1	1	-	15
			3. Terminal exams	1	1	1	-	10
			4. Final exams (taaluma na ufundishaji)	-	-	-	1	50
5		Michezo  Vitendo vya Haiba na Michezo	Taaluma	1. Test	1	1	1	1
	2. Project (Portfolio)			1	1	-	-	05
	3. Individual assignment			1	1	-	-	05
	4. Terminal Exams			1	1	1	-	10
	Ufundishaji		1. Test	1	1	1	1	05
			2. Practical (Performance)	1	1	1	-	05
			3. Portfolio	1	1	1	-	05
			4. Terminal Exams	1	1	1	-	10
			5. Final Exams (taaluma na ufundishaji)	-	-	-	1	50
6	Sayansi  Vitendo vya Sayansi		Taaluma	1. Test	1	1	1	1
		2. Project		1	1	-	-	05
		3. Terminal exams		1	1	1	-	10
		Ufundishaji	1. Test	1	1	1	1	05
			2. Practical	1	1	1	-	05
			3. Essay writing	1	1	1	-	05
			4. Portfolio	1	1	1	-	05

SN	Name of Course	Mode of Teaching	Continuous Assessment and Final Exams					
				Year 1		Year 2		%
				Term I	Term II	Term I	Term II	
			4. Terminal Exams	1	1	1	-	10
			5. Final Exams (taaluma na ufundishaji)	-	-	-	1	50
7.	<b>English</b>  <b>English Learning Activities</b>	Academic	1. Test	1	1	1	1	05
			2. Individual assignment	1	1	1	-	05
			3. Terminal exams	1	1	1	-	10
		Pedagogy	1. Test	1	1	1	1	05
			2. Practical	1	1	1	-	05
			3. Project	1	1	1	-	10
			4. Terminal Exams	1	1	1	-	10
			5. Final exams (Academic and pedagogy)	-	-	-	1	50
8.	<b>TEHAMA</b>	Taaluma	1. Test	1	1	1	-	10
			2. Individual Assignment	1	1	1	-	10
			3. Project (Laboratory)	1	1	1	-	20
			4. Terminal Exams	1	1	1	-	10
			5. Final Exams-Taaluma	-	-	-	1	50
9	<b>Uraia</b>	Taaluma	1. Tests	1	1	1	1	10
			2. Project (Portfolio)	1	1	1	-	20
			3. Individual	1	1	1	1	10



SN	Name of Course	Mode of Teaching	Continuous Assessment and Final Exams					
				Year 1		Year 2		
				Term I	Term II	Term I	Term II	%
			Assignment					
			4. Terminal Exams	1	1	1		10
			5. Final Exams Taaluma	-	-	-	1	50
10	<b>Communication Skills</b>	Taaluma	1. Test	1	1	1	1	10
			2. Practical	1	1	1	1	10
			3. Individual assignment	1	1	1	-	10
			4. Terminal Exams	1	1	1	-	20
			5. Final Exams	-	-	-	1	50
11	<b>Vielelezo na Teknolojia</b>	Taaluma	1. Test	1	1	1	1	10
			2. Project	1	1	1	1	10
			3. Individual Assignment	1	1	1	1	5
			4. Portifilio	1	1	1	-	5
			5. Terminal Exam	1	1	1	-	20
			6. Final Exams	-	-	-	1	50
12	<b>Mazoezi ya Kufundisha (BTP)</b>		Classroom Observations	-	5	-	5	50
			Reflection (Portfolio)		5		5	50
13	<b>Dini</b>							

**Note:** Classroom Continuous assessment will contribute 50% and final Examination 50%. BTP will be assessed as an independent subject. Oral tests will be conducted to Languages (i.e. English and Kiswahili).

**Table 8: Assessment for Primary Teacher Education Certificate Course**

	Name of course	Mode of teaching	Continuous assessment and Final Examinations							
				Year 1		Year 2				
1.	Ualimu			Term I	Term II	Term I	Term II	%		
					1. Class Presentations	1	1	1	1	10
					2. Essay writing/Individual assignment	1	1	1	-	10
					3. Tests	1	1	1	1	10
					4. Terminal Exams	1	1	1	-	20
			5. Final Exams	-	-	-	1	50		
2	Historia	Taaluma	1. Tests	1	1	1	1	05		
			2. Project	-	1	1	-	05		
			3. Written Assignment	1	1	1	-	05		
			4. Terminal Exams	1	1	1	-	10		
		Ufundishaji	1. Tests	1	1	1	1	05		
			2. Portfolio	1	1	1	-	05		
			3. Essay Writing	1	1	1		05		
			4. Terminal Exams	1	1	1	-	10		
			5. Final Exams (ufundishaji na Taaluma)	-	-	-	1	50		
3	Jiografia	Taaluma	1. Tests	1	1			05		
			2. Project (e.g. weather map)	1	-	1	-	05		
			3. Written Assignment	1	1	1	-	05		
			4. Terminal Exams	1	1	1	-	10		
		Ufundishaji	1. Test	1	1	1	1	05		
			2. Practical	1	1	1	-	05		

	Name of course	Mode of teaching	Continuous assessment and Final Examinations					
				Year 1		Year 2		
				Term I	Term II	Term I	Term II	%
			(demonstration lessons)					
			3. Essay writing	1	1	-	-	05
			4. Terminal Exams	1	1	1	-	10
			5. Final Exams (taaluma na ufundishaji)	-	-	-	1	50
4	<b>Hisabati</b>	Taaluma	1. Test	1	1	1	1	05
			2. Individual Assignment	1	1	1	-	05
			3. Terminal Exams	1	1	1	-	10
		Ufundishaji	1. Test	1	1	1	1	05
			2. Practical (e.g. developing geometry figures)	1	1	1	-	10
			3. Class presentation (Micro teaching)	1	1	1	-	05
			4. Terminal Exams	1	1	1	-	10
			5. Final Exams (Taaluma na Ufundishaji)	-	-	-	1	50
5	<b>Kiswahili</b>	Taaluma	1. Test	1	1	1	1	05
			2. Project (e.g. Fasihi)	-	1	1	-	05
			3. Terminal Exams	1	1	1	-	10
		Ufundishaji	1. Test	1	1	1	1	05
			2. Practical (e.g. word cards)	1	1	1	-	10
			3. Essay writing	1	1	-	-	05
			4. Terminal Exams	1	1	1	-	10

	Name of course	Mode of teaching	Continuous assessment and Final Examinations							
				Year 1		Year 2		%		
				Term I	Term II	Term I	Term II			
			5. Final Exams (Taaluma and Ufundishaji)	-	-	-	1	50		
6	<b>English</b>	Academic	1. Test	1	1	1	1	05		
			2. Project (e.g. Literacy work)	-	1	1	-	05		
			3. Terminal Exams	1	1	1	-	10		
		Pedagogy	1. Test	1	1	1	1	05		
			2. Practical (e.g. word cards)	1	1	1	1	10		
			3. Essay writing	1	1		-	05		
			4. Terminal Exams	1	1	1	-	10		
			5. Final Exams (Academic and Pedagogy)	-	-	-	1	50		
		7	<b>French</b>		1. Test	1	1	1	1	05
2. Individual Assignment	1				1	-	-	05		
3. Portfolio	1				1	1	-	05		
4. Terminal Exams	1				1	1	-	10		
Ufundishaji	1. Tests			1	1	1	1	05		
	2. Practical			-	1	1	-	05		
	3. Essay writing			1	1	1	-	05		
	4. Terminal Exams			1	1	1	-	10		
	5. Final Exams (Academic and Pedagogy)			-	-	-	1	50		
8	<b>Sayansi</b>			Taaluma		1	1	1	1	05
					2. Project (e.g. small	-	1	1	-	05

	Name of course	Mode of teaching	Continuous assessment and Final Examinations					
				Year 1		Year 2		%
				Term I	Term II	Term I	Term II	
			scale research)					
			3. Terminal Exams	1	1	1		10
		Ufundishaji		1	1	1	1	05
			1. Practical (laboratory practical's)	1	1	1	1	05
			2.portfolio	1	1	1	-	05
			3. Individual assignment	1	1	1	-	05
			4. Terminal Exams	1	1	-	-	10
			5. Final Exams (Taaluma na Ufundishaji)	-	-	-	1	50
9	<b>Haiba na Michezo</b>	Taaluma		1	1	1	1	05
			2. Project (e.g. project writing up)	-	1	1	-	05
			3. Individual Assignment (microteaching)	1	1	1	-	05
			4. Terminal Exams	1	1	1	-	10
		Ufundishaji		1	1	1	1	05
			2. Practical (performance test e. g.)	1	1	1	-	05
			3.Portfolio (Observational test )	1	1	1	-	05
			4. Terminal Exams	1	1	1	-	10
			5. Final Exams (Taaluma na	-	-	-	1	50

	Name of course	Mode of teaching	Continuous assessment and Final Examinations					
				Year 1		Year 2		%
				Term I	Term II	Term I	Term II	
			ufundishaji)					
10	<b>TEHAMA</b>	Taaluma	1.	1	1	1	1	05
			2. Project (Laboratory)	1	1	1	-	05
			3. Written Assignment	1	1	1	-	05
			4. Terminal Exams	1	1	1	-	10
		Ufundishaji	1.	1	1	1	1	05
			2. Practical(Microteaching)	-	1	1	-	05
			3. Individual assignment	1	1	1	-	05
			4. Terminal exams	1	1	1	-	10
5. Final exam(taaluma na ufundishaji)	-	-	-	1	50			
11	<b>Uraia</b>	Taaluma	1. Tests			1	1	05
			2. Individual Assignment			1	-	05
			3. Terminal Exams		1	1	-	10
		Ufundishaji	1. Tests			1	1	05
			2. Practical (Role play on election )			1	-	10
			3. Essay writing			1	-	05
			4. Terminal Exams		1	1	-	10
			5. Final Exams (Taaluma na Ufundishaji)			-	1	50
					1	1	1	1

	Name of course	Mode of teaching	Continuous assessment and Final Examinations							
				Year 1		Year 2		%		
				Term I	Term II	Term I	Term II			
12	<b>Stadi Kazi za</b>	Taaluma	2. Project (e.g. construction)	-	1	1	-	05		
			3. Individual Assignment	1	1	1	-	05		
			4. Terminal Exams	1	1	1	-	10		
		Ufundishaji		1	1	1	1	05		
			2. Practical (e.g. improvisation)	-	1	1	-	05		
			3. Individual assignment (microteaching)	1	1	1	-	05		
			4. Terminal Exams	1	1	1	-	10		
			5. Final Exams (Taaluma na Ufundishaji)	-	-	-	1	50		
		13	<b>Communication Skills</b>		1. Tests	1	1	1	1	10
					2. Practical (e.g., Oral)	1	1	1	-	10
3. Individual Assignment(written)	1				1	1	-	10		
4. Terminal Exams	1				1	1	-	20		
5. Final Exams	-				-	-	1	50		
14	<b>Vielelezo na Teknolojia</b>		1. Test	1	1	-	1	10		
			2. Project	1	1	-	1	10		
			3. Individual Assignment	1	1	-	1	5		
			4. Portifilio	1	1	-	-	5		
			5. Terminal Exam	1	1	-	-	20		
			6. Final Exams	-	-	-	1	50		

	Name of course	Mode of teaching	Continuous assessment and Final Examinations					
				Year 1		Year 2		
				Term I	Term II	Term I	Term II	%
15	Mazoezi ya Kufundisha (BTP)		Classroom observations	-	5	-	5	50
			Reflection (Portfolio)	-	5	-	5	50

**Note:** Classroom Continuous assessment shall contribute 50% and final Examination 50%. BTP will be assessed as an independent subject

**Table 9: Assessment for Physical Education Teacher Education Certificate Course**

SN	Name of course	Mode of teaching	Continuous Assessment and Final Examinations					
				Year 1		Year 2		
				Term I	Term II	Term I	Term II	%
1.	Ualimu		1.Class Presentations	1	1	1	-	10
			2.Project	1	-	1	-	10
			3. Tests	1	1	1	1	10
			4. Terminal Exams	1	1	1	-	20
			5. Final Exams	-	-	-	1	50
2.	Usimamizi na Usalama katika michezo		1.Class Presentations	1	1	1	1	10
			2. Individual Assignment	1	1	1	-	10
			3.Project	-	1	1	-	10
			4. Terminal Exams	1	1	1	-	20
			5.Final Exams	-	-	-	1	50
3.	Michezo	Taaluma	1.Test	1	1	1	1	05
			2. Individual Assignment	1	1	1	-	05
			3. Project	-	1	1	-	05
			4. Terminal Exams	1	1	1	-	10
		Ufundishaji	1. Tests	1	1	1	1	05
			2. Practical	1	1	1	-	05
			3. Portfolio	1	1	1	-	05



SN	Name of course	Mode of teaching	Continuous Assessment and Final Examinations					
			Year 1		Year 2		%	
			Term I	Term II	Term I	Term II		
			4. Terminal Exams	1	1	1	-	10
			5. Final Exams	-	-	-	1	50
4.	<b>Hisabati</b>	Taaluma	1. Test	1	1	1	1	05
			2. Individual Assignment	1	1	1	-	05
			3. Terminal Exams	1	1	1	-	10
		Ufundishaji	1. Test	1	1	1	1	05
			2. Practical (e.g. developing geometry figures)	1	1	1	-	10
			3. Class presentation (microteaching)	1	1	1	-	05
			4. Terminal Exams	1	1	1	-	10
			5. Final Exams	-	-	-	1	50
5.	<b>Kiswahili</b>	Taaluma	1. Test	1	1	1	1	05
			2. Project (e.g. Kazi za Fasihi)	-	1	1	-	05
			3. Terminal Exams	1	1	1	-	10
		Ufundishaji	1. Test	1	1	1	1	05
			2. Practical (e.g. word cards)	1	1	1	-	10
			3. Essay writing	1	1			05
			4. Terminal Exams	1	1	1	-	10
			5. Final Exams	-	-	-	1	50
6.	<b>English</b>		1. Test	1	1	1	1	05
			2. Project (literary work)	-	1	1	-	05
			3. Terminal Exams	1	1	1	-	10
		Ufundishaji		1	1	1	1	05
			2. Practical	1	1	1	-	10
			3. Individual assignment	1	1	1	-	05

SN	Name of course	Mode of teaching	Continuous Assessment and Final Examinations					
			Year 1		Year 2		%	
			Term I	Term II	Term I	Term II		
			4. Terminal Exams	1	1	1	-	10
			5. Final Exams	-	-	-	1	50
7	French		1. Test	1	1	1	1	05
			2. Individual Assignment	1	1	1	-	05
			3. Project	-	1	1	-	05
			3. Terminal Exams	1	1	1	-	10
		Ufundishaji		1	1	1	1	05
		2. Practical	-	1	1	-	05	
		3. Essay writing	1	1	1	-	05	
		4. Terminal Exams	1	1	1	-	10	
		5. Final Exams	-	-	-	1	50	
8	Sayansi	Taaluma	1. Test	1	1	1	1	05
			2. Project (e.g. small scale research)	-	1	1	-	05
			3. Terminal Exams	1	1	1	-	10
		Ufundishaji		1	1	1	1	05
		2. Practical (laboratory practical)	1	1	1	1	10	
		3. Portfolio	1	1	1	-	05	
		4. Terminal Exams	1	1	1	-	10	
		5. Final Exams	-	-	-	1	50	
9.	TEHAMA/ ICT	Taaluma	1. Tests	1	1	1	1	05
			2. Project (Laboratory)	1	1	1	-	05
			3. Written Assignment	1	1	1	-	05
			4. Terminal Exams	1	1	1		10
		Ufundishaji		1	1	1	1	05
		2. Practical	-	1	1	-	05	
		3. Micro teaching	1	1	1		05	

SN	Name of course	Mode of teaching	Continuous Assessment and Final Examinations							
			Year 1		Year 2		%			
			Term I	Term II	Term I	Term II				
			4. Terminal exams	1	1	1		10		
			5. Final exam	-	1		1	50		
10.	Uraia	Taaluma				1	1	05		
			2. Individual Assignment					-	05	
			3. Terminal Exams		1	1			10	
		Ufundishaji					1	1	05	
			2. Practical (Role play on Election)				1		-	05
			3. Portfolio				1		-	05
			3. Essay writing		1	1			-	05
			4. Terminal Exams		1	1			-	10
5. Final Exams		1			1		50			
11.	Communication skills		1. Tests	1	1	1		-	10	
			2. Practical (Oral)	1	1	1			-	10
			3. Individual Assignment (written)	1	1	1			-	10
			4. Terminal Exams	1	1	1			-	20
			5. Final Exams	-	-	-			1	50
12	Vielelezo na Teknolojia		1. Test	1	1	1	1		10	
			2. Project	1	1	1	1		10	
			3. Individual Assignment	1	1	1	1		5	
			4. Portfolio	1	1	1			-	5
			5. Terminal Exam	1	1	1			-	20
			6. Final Exam	-	-	-			1	50
13	Mazoezi ya kufundisha (BTP)		1. Observation records	-	5	-	5		50	
			2. Reflection (Portfolio)	-	5	-	5		50	

SN	Name of course	Mode of teaching	Continuous Assessment and Final Examinations					
			Year 1		Year 2		%	
			Term I	Term II	Term I	Term II		
14	Dini							

**Note:** Classroom Continuous assessment shall contribute 50% and final Examination 50%. BTP will be assessed as an independent subject.

## 9.0 MONITORING AND EVALUATION

Monitoring and evaluation will be conducted to assess the implementation of the curriculum and its output.

### 9.1 Monitoring

The implementation of the curriculum shall be monitored nationally to track performance continuously against what was planned by collecting and analyzing data on the established indicators. Monitoring should be done regularly in a year and gaps identified should be addressed. Different monitoring agencies will have different roles as follows:

**Colleges Inspectorate** – monitoring of the curriculum implementation

**NECTA** – Assessment

**TIE** – designing, developing, monitoring and evaluation of the curriculum and curriculum support materials

**MoEVT** – administration of the overall education management

**Professional (subject) Associations** – Make an impact on their respective subjects by setting standards to be met.

**College Boards** – ensure smooth running of the colleges

## 9.2 Evaluation

The evaluation of the Certificate in Teacher Education Curriculum shall be done by the MoEVT in collaboration with TIE or TIE in collaboration with other stakeholders. Other education institutions, NGOs, individuals and external agencies can also conduct curriculum evaluation after being granted permission by the government.

Depending on availability of resources there shall be two types of curriculum evaluation. These are: Formative Evaluation and Summative Evaluation.

### 9.2.1 Formative Evaluation

Formative evaluation shall be done while the curriculum is being implemented. The aim is to identify prevalent successes, problems and weaknesses so that interventions can be made. Formative evaluation shall be done at different levels as shown in the table below.

Level	Main Actor
College	Tutors
District/Region/Zone	Education officers in Districts/ Regions/Zones, School Inspectors, NGOs, Individuals experts
National	MOEVT, Inspectors, NGOs, CBOs, TIE, Internal and External agencies

The Tanzania Institute of Education (TIE) shall also make follow up of implementation of the curriculum in order to identify problems which teachers face while implementing it. The data obtained during the follow up will help in future revisions of the curriculum.

### 9.2.2 Summative Evaluation

Summative evaluation shall be conducted at the end of the curriculum review cycle. The review cycle is expressed in the number of years expected to elapse before an existing curriculum is reviewed. The

minimum review cycle period is equal to the maximum period allocated for a given level of education. Therefore the review cycle for diploma in teacher education Certificate in Teacher Education Curriculum shall be two years. In this regard, summative evaluation shall be done after 2 years for the Certificate in teacher education programmes.

However, summative evaluation shall at times be conducted before completion of the curriculum review cycle for the following reasons:

- a) When there is a serious outcry from the public concerning a decline in the quality of education
- b) When the government and other stakeholders raise concern that the curriculum needs revision in order to accommodate in current changes such as scientific and technological innovations, globalization and cross-cutting issues; omitting out of date and irrelevant topics, adding new topics, rearranging the sequence of topics from one class to another.
- c) When there is a need for improvements to be made in the existing teaching and learning methodologies, assessment methods and quality control mechanisms.
- d) When there are changes in the country's education and training policy.

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