

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



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

2007

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

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Edition of 2013

ISBN: 978 - 9976 -61 355 - 1

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ABBREVIATIONS

ACK	Academic Content Knowledge
BTP	Block Teaching Practice
CA	Continuous Assessment
ICT	Information and Communication Technology
MoEVT	Ministry of Education and Vocational Training
NECTA	National Examinations Council of Tanzania
PCK	Pedagogy Content Knowledge
PMO-RALG	Prime Minister's Office Regional Administration and Local Government
TEHAMA	Teknolojia ya Habari na Mawasiliano
TIE	Tanzania Institute of Education
TP	Teaching Practice

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 Diploma 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, primary and ordinary level curriculum.

The curriculum for Diploma 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 Diploma in Teacher Education Programmes

This curriculum document comprises of ten 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; Inspection and Supervision of Curriculum Implementation and Monitoring and Evaluation of the Curriculum.

Users of Curriculum for Diploma 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), Prime Ministers Office Regional Administration and Local Government (PMO-RALG), 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 CURRENT CONTEXT OF DIPLOMA IN TEACHER EDUCATION 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 diploma in secondary, primary and early childhood education programmes in Tanzania has taken into consideration aspects of social, political, and economic environment in order to prepare student-teachers who can fit in the society; and compete in the global economy.

1.1 Social Environment

In the social context, Tanzania built nationalism from different cultural heritages of different ethnic groups. Kiswahili is one of the tools used in the cultural world to enhance development and appreciation of national unity, preserve identity and ethic, and develop personal integrity.

In addition, Kiswahili promotes the respect for and readiness to work in different locations of the country. More importantly, Kiswahili is used as a unifying factor in a country which cares about human rights, cultural and moral values, customs, traditions and civic responsibilities and obligations. Emerging social issues such as cross-cutting issues; Social cultural diversities; career and life skills should be reflected in the curriculum.

1.2 Economic Environment

The Tanzania economy calls for a curriculum which focuses on quality education which is the major determinant of economic growth and development. In the competitive global economy, the curriculum shall be geared towards developing skills and knowledge essential for workforce with emphasis on the use of science and technology.

The science and technology are essential in the social and economic development at national, regional and global levels. Colleges are being challenged to produce student teachers who are competent, creative and innovative enough to solve problems; and play a role in raising productivity in the era of globalization. The student teachers will need to acknowledge and

appreciate the contribution of science and technology to development.

The curriculum for diploma level in teacher education in Tanzania, therefore, shall prepare student teachers to transform its traditional economy (which is highly agricultural) into modern economy.

2.0 EDUCATION POLICY STATEMENTS

Review of the Diploma in Teacher Education 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 International Policies

2.1.1 The 1990 Joemtien World Conference on 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 was the decade of 1990 to the year 2000. EFA singled out the basic learning needs to be prioritized: literacy, oral expression, numeracy and the ability to solve problems. These basic learning needs were to go along with the knowledge, skills, values and attitudes, which would enable the target group to live and work with dignity as fully empowered human beings.

2.1.2 The 2000 Millennium Development Goals (MDGs)

One of the millennium development goals is quality education for 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). Quality Teacher Education Curriculum will enhance the achievement of the identified goals.

2.2 National Policies

2.2.1 The Education and Training Policy (ETP)

The ETP (MoEC, 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 endeavor is geared towards contributing in job creation and self-employment. Tanzania education policy stresses that, all school age children should be enrolled in schools. As a result, there is a high demand for more teachers and classrooms. The strategy for training teachers is geared to alleviating the problem of high demand of teachers.

The Education and Training Policy (ETP) of 1995 describes the main purpose of teacher education as to provide opportunities for learners to acquire essential knowledge, skills and attitudes so that graduates can join the world of work professionally. The medium of instruction in Diploma Teacher Education level shall be English. Kiswahili, on the other hand, will be taught as a subject in certain subject combinations.

In this policy, the guiding philosophy is education for self reliance. Education for self reliance emphasizes meaningful learning in which three major aspects are underlined: cognition, psychomotor (skills), and attitudes. This type of learning is identified by the following indicators: participation, involvement of theory and practice, integrity, confidence, self-development, acquiring Life Skills, Competition, appreciation of equity, entrepreneurship, creativity, curiosity, initiative/discovery, ability to analyze and assess.

2.2.2 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 process is taking place under the Education Sector Development Programme (ESDP). Among its objectives is to ensure equity in access to quality formal education (URT, 2004).

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 high quality science and technology at all levels of education hence a well educated and learning society. The vision also focuses on making ICT accessible to all (URT, 1999).

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:

- i) 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;
- ii) To promote the acquisition and appreciation of culture, customs and traditions of the people of Tanzania;
- iii) To promote the acquisition and appropriate use of 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;
- iv) To develop and promote self-confidence and an inquiring mind, and understanding and respect for human dignity and human rights and readiness to work hard for personal self advancement and national improvement;
- v) 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;
- vi) To enable every citizen to understand the fundamentals of the National Constitution as well as the enshrined human and civic rights, obligations and responsibilities;
- vii) To promote the love for work, self and wage employment and improved performance in the production and service sectors;
- viii) 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;
- ix) To enable a rational use, management and conservation of the environment.

2.4 The Aims and Objectives of Teacher Education and Training

According to the Education and Training Policy (1995), aims and objectives of teacher education in Tanzania are :

- i) To impart teacher trainees theories and principles of education psychology, guidance and counseling
- ii) To impart to teacher trainees principles and pedagogical skills of creativity and innovation;
- iii) To promote an understanding of the foundation of the school curriculum;
- iv) To sharpen the teacher trainees' , teachers' and tutors knowledge, and mastery of selected subjects, skills and technologies;
- v) To impart the skills and techniques of assessment and evaluation in education;
- vi) 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

The educational standards at diploma teacher education level involve vision, mission, goals, competences and objectives of secondary, primary and pre-primary teachers' education.

3.1 Types of Diploma Teacher Education Courses

Tanzania shall be offering three types of pre-service Diploma in Teacher Education Curriculum (DTEC)

- a) Teacher Education Diploma Course in Secondary Education.
- b) Teacher Education Diploma Course in Primary Education.
- c) Teacher Education Diploma Course in Early childhood Education.

Teacher trainees in the three teacher education diploma courses shall do same courses in all academic and professional aspects. The only difference will be in the areas of specialization.

3.2 Teacher Education Diploma Course in Secondary Education

3.2.1 Vision

To have efficient, effective and dynamic secondary school teachers capable of handling students with different learning needs in preparation to join higher levels of education, other courses or world of work.

3.2.2 Mission

To prepare a cadre of qualified, committed, creative, adaptable and competent diploma teachers for secondary education.

3.2.3 The Objectives of Diploma in Secondary Education

The objectives of the Diploma in secondary education are directed to enabling student teachers to:

- a) Acquire a basic understanding of the nature, purpose and philosophy of secondary education.
- b) Develop a basic understanding of the psychology of children and adolescents.
- c) Understand the process of socialization of learners
- d) Make a content and pedagogical analysis of the subject they will teach in secondary schools.
- e) Develop guidance and counseling skills.
- f) Develop communication skills and the use of modern information technology.
- g) Acquire competencies in curriculum implementation, classroom presentation, use of educational media and technology, assessment and evaluation.
- h) Acquire basic research skills in education including action research.
- i) Promote creative and critical thinking skills among learners.
- j) Develop an understanding of factors and forces affecting society including crosscutting issues.
- k) Acquire entrepreneurial skills and attitudes.
- l) Develop an understanding of the professional character of teaching.
- m) Promote student teachers' awareness of teacher ethics

3.2.4 Competencies for Diploma in Secondary Education

The competencies to be developed are:

- a) Guiding learners to create and construct knowledge through a variety of methods.
- b) Demonstrate facilitation of competence, ethics and commitment to work.
- c) Selecting and organizing conducive teaching and learning environment including teaching/ learning resources.
- d) Effectively transacting curriculum for learners including learners with special needs.
- e) Using media and appropriate instructional technologies.
- f) Communicate effectively using English and Kiswahili Language
- g) Counseling students for their personal development, adjustment and learning.
- h) Conducting action research and demonstrating innovativeness.
- i) Organizing students' activities.
- j) Demonstrating leadership skills and leading students to develop interest in lifelong learning.
- k) Establishing mutually supportive linkages between the school and the community.
- l) Leading students to acquire entrepreneurial attitudes and skills.
- m) Conducting educational assessment, measurement and evaluation
- n) Demonstrate the professional character of the teaching enterprise
- o) Able to live up to the highest moral standards of the teaching profession

3.3 Teacher Education Diploma Course in Primary Education

3.3.1 Vision

To have and implement a well designed diploma in education programme which will result in the development of competent, highly skilled and knowledgeable diploma teachers capable of teaching effectively in primary schools.

3.3.2 Mission

To improve the teacher education curriculum, provide teachers' colleges with the requisite teaching/learning materials, provide more practical training, close supervision and strengthen independent study towards attaining the best standards of our Primary Diploma teachers.

3.3.3 Objectives of Diploma in Primary Education

The objectives of the Diploma in primary education include:

- i) To develop understanding of the sociological and psychological foundations relevant to primary education.
- ii) To enable student teachers to plan and organize learning experiences for children in different areas of learning.
- iii) To develop communication skills
- iv) To enable student teachers to understand the importance of research, conduct action research and develop innovative teaching and learning skills.
- v) To enable student teachers to form mutually supportive linkages with the community.
- vi) To enable student teachers to acquire general professional competences and ability to foster leaning, imagination and creativity among children.
- vii) To develop the capacity of student teachers to understand, analyze and solve children's social, psychological and learning problems.
- viii) To enable student teachers organize and manage sports and games and other co-curricular activities.
- ix) To enable student teachers acquire methods and techniques of dealing with children with special needs
- x) Develop an understanding of the professional character of teaching.
- xi) Promote student teachers' awareness of teacher ethics

3.3.4 Competencies for Diploma in Primary Education

The competencies to be developed are:

- a) Guiding children to create and construct knowledge through a variety of methods.
- b) Demonstrate professional competence, ethics and commitment to work.
- c) Selecting and organizing learning resources.
- d) Effectively transacting curriculum for pupils including pupils with special needs.
- e) Using media and appropriate instructional technologies.
- f) Communicating effectively in all language skills.
- g) Counseling students for their personal development, adjustment and learning.
- h) Conducting research and demonstrating innovativeness.
- i) Organizing students' activities.
- J) Leading pupils to develop interest in lifelong learning.

- k) Establishing mutually supportive linkages between the school and the community.
- l) Leading pupils to acquire entrepreneurial attitudes and skills.
- m) Demonstrate the professional character of the teaching enterprise
- n) Able to live up to the highest moral standards of the teaching profession

3.4 Teacher Education Diploma Course in Early Childhood Education

3.4.1 Vision

To have a teacher education programme which will lead to qualified diploma teachers for early childhood education.

3.4.2 Mission

To prepare competent diploma teachers by designing and implement curriculum which is relevant for early childhood education.

3.4.3 Objectives for Diploma in Early Childhood Education

Objectives for Diploma in Early Childhood Education are;

- a) Develop appropriate psychological skills to analyse child growth and development.
- b) Acquire appropriate skills for provision of guidance and counselling to children.
- c) Acquire knowledge and skills which will enable them to conduct small scale research related to pre-primary education.
- d) Assess child's progress.
- e) Use classroom management skills to provide care and support to pre-primary child.
- f) Design, improvise and use different teaching and learning materials.
- g) Develop an understanding of the professional character of teaching.
- h) Promote student teachers' awareness of teacher ethics.

3.4.4 Competencies for Diploma in Early Childhood Education

The competencies to be developed are:

- a) Conducting guidance and counselling session to children with different learning needs
Organizing pre-primary classroom.
- b) Analysing child growth and development.
- c) Apply social skills in involving parents and community in child's care and support.
- d) Analysing and interpreting of research findings for improving teaching and learning.
- e) Selecting ideal teaching methods.

- f) Using classroom management skills and providing care and support to pre-primary children.
- g) Design teaching and learning materials by using ICT programme.
- h) Improvising teaching and learning materials using locally available resources.
- i) Assessing child's progress, recommend and disseminate information.
- j) Examining child's progress.
- k) Develop an understanding of the professional character of teaching.
- l) Be a moral model to learners (children).

4.0 STRUCTURE OF THE FORMAL EDUCATION AND TRAINING SYSTEM

The academic education system in Tanzania is 2:7:4:2:3⁺. 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 with exceptional to teacher education programmes which take two years.

4.1 Diploma in Teacher Education Programme

Learners shall join Diploma in Teacher Education after completing two years of advanced level secondary education. Teacher trainees have to spend two years of study in teachers colleges.

4.2 Stages of Schooling

Diploma in teacher education shall comprise four (4) terms within two (2) years of schooling. Each term shall have five (5) months. The year of schooling shall commence in July in accordance with the government financial year. The number of days in schooling shall be 194 per year. This is equivalent to 48.5 weeks and 64 hours per year respectively.

The terms of schooling in a year will differ in hours. The first terms (1st) of each academic year will have a total of 40 hours each. The second terms (2nd) of academic year, on the other hand, will have a total of 24 hours each. In the second terms of each academic year, Block Teaching Practice will take place. The duration of block teaching practice will be 16 weeks that is two months (or 48 hours).

The duration of each subject period will be one hour. The number of periods per subject per week will be scheduled according to the convenience of teachers' college time table.

5.0 STRUCTURE OF CURRICULUM CONTENT, LEARNING AREAS AND SUBJECTS

5.1 Teacher Education Diploma Course in Secondary Education

Whenever a diploma course in Secondary Education is offered, it should include three (3) broad learning areas:

a) Professional Studies

The professional studies include:

- i) Curriculum and Teaching for secondary education (CT)
- ii) Foundations of secondary Education (FOE)
- iii) Psychology, Guidance and Counseling for secondary education (PGC)
- iv) Research, Evaluation and Measurement (REM).

b) Academic Courses and teaching methods

Academic Courses and teaching methods shall be taught into two parts of subjects i.e. Academic Content Knowledge (ACK) and Pedagogical Content Knowledge (PCK). Subjects under this learning area are as follows;

- i) Core Subject I (Content and Teaching Methods)
- ii) Core Subject II (Content and Teaching Methods).

c) General courses

The general courses include:

- i) Development studies
- ii) Information and Communication Technology (ICT)
- iii) Educational Media and Technology
- iv) Communication Skills
- v) Project work
- vi) Religion.

Table 1 indicates the importance of different learning areas for Diploma in Secondary Education:

Table 1: Learning areas for Diploma in Secondary Education

Learning Areas	Remarks
Professional Studies	
Educational Psychology and Counseling	To enable the student teacher to appreciate the overall growth of school learners, adolescents mainly, their learning needs and how to handle them.
Foundations of Education	To develop in the student teacher an understanding of the history, ideas, concepts and philosophies which guide the practice and management of secondary education in general and Tanzania in particular.
Educational Research Measurement and Evaluation	To equip the student teacher with research and assessment skills necessary for identification of educational problems and how to solve them
Curriculum and Teaching	To expose student teachers to the various theories which influence the planning and implementation of the teaching and learning process
2. Academic courses and Teaching	
Core Subject I (Content/ACK)	To improve student teachers academic competence of the teaching subject.
Core Subject I (Teaching Methods/PCK)	To develop in the student teacher the methods strategies and techniques used in the teaching and learning of the academic subjects.
Core Subject II (Content/ ACK)	To improve student teachers academic competence of the teaching subject.
Core Subject II (Teaching Methods/PCK)	To develop in the student teacher the methods, strategies and techniques used in the teaching and learning of the academic subjects

3. General courses	
Development Studies	To equip the student teacher with civic educational general global issues.
Information and Communication Technology	To equip student teachers with skills/means to communicate, deliver and manage information in the teaching/learning process.
Educational Media and Technology	Expose student teachers to the various technologies and media used in the teaching and learning process.
Communication Skills	To improve student teachers communication skills in the English Language for effective classroom interaction.
Project Work	To enable the student teacher to apply the research skills in solving an educational problem within his/her setting.
Religion	To enable student teachers develop spiritually

5.2 Teacher Education Diploma Course in Primary Education

Whenever a diploma course in Primary Education is offered, it should include three (3) broad learning areas;

a) Professional Studies

The professional studies include:

- i) Curriculum and teaching for Primary Education (CT)
- ii) Foundations of Primary Education (FOE)
- iii) Psychology and Counseling for Primary Education
- iv) Research, Evaluation and Measurement (REM).

b) Academic Courses and Teaching Methods

Academic Courses and teaching methods shall be taught into two parts of subjects i.e. Academic Content Knowledge (ACK) and Pedagogical Content Knowledge (PCK). Subjects under this learning area are as follows;

- i) Core Subject I (Content and Teaching Methods) for Primary Education
- ii) Core Subject II (Content and Teaching Methods) for Primary Education.

c) **General courses**

The general courses include:

- i) Development studies
- ii) Information and Communication Technology(ICT)
- iii) Educational Media and Technology
- iv) Communication Skills
- v) Project work
- vi) Religion.

Table 2. Learning areas for Diploma in Primary Education

Learning Areas	Remarks
Professional Studies	
Psychology and Counseling	Equip student teachers with skills to enable them to understand children behavior, build a close relation with the children and offer guidance and counseling services where necessary.
Foundations of Primary Education	Help student teachers to have insights on the essence of foundations of education.
Educational Research Measurement and Evaluation	To acquire research and assessment skills
Curriculum Studies	Help student teachers to develop teaching and learning skills.
2. Academic Courses and teaching methods	
Option 1 Content	To enable student teachers master their subject content.
Teaching Methods1 PCK	To get exposed to the different methods of teaching and learning.
Option 2 Content	To enable student teachers master their subject content.
Teaching Methods2 PCK	To get exposed to the different methods of teaching and learning.

Learning Areas	Remarks
3. General Courses	
Development Studies	To get exposed to general knowledge about political, social and economic issues at national and international level.
Information and Communication Technology	Equip student teachers with skills to cope with modern technology for access to knowledge.
Project Work	To develop research skills and apply them in teaching and learning situations.
Communication Skills	Improve student teachers' use of languages for communicative purposes.
Media and Technology	To help student teachers interact well with the pupils/learners.
Religion	To make student teachers abide to their religious beliefs.

5.3 Teacher Education Diploma Course in Early Childhood Education

Whenever a diploma course in Early Childhood Education is offered, it should include three (3) broad learning areas:

a) Professional Studies

The professional studies include:

- i) Curriculum studies for early childhood education (CT)
- ii) Education Foundations for early childhood Education
- iii) Early Childhood Psychology and Counselling
- iv) Educational research measurement and evaluation for early childhood education (REM).

b) Academic Courses and Teaching Methods

Academic Courses and teaching methods shall be taught into two parts of subjects i.e. Academic Content Knowledge (ACK) and Pedagogical Content Knowledge (PCK).

Subjects under this learning area include:

- i) Core Subject I (Content and Teaching Methods) for Early Childhood Education

ii) Core Subject II (Content and Teaching Methods) for Early Childhood Education.

c) General Courses

The general (common) courses include:

- i) Development studies
- ii) Information and communication technology(ICT)
- iii) Educational Media and Technology
- iv) Communication Skills
- v) Project work
- vi) Religion.

Table 3 Learning areas for Diploma in Early Childhood Education

Learning Areas	Remarks
1. Professional Studies	
i) Early Childhood Psychology and Counselling	Emphasis on child psychology age
ii. Education Foundations for Early Childhood Education	Sociology, pre-school management policy, philosophy and professionalism
iii Educational Research Measurement and Evaluation for Early Childhood Education	Assessment and action research.
iv. Curriculum studies for Early Childhood Education	Curriculum theories and development
2. Academic Courses and teaching methods	
i) Subject pedagogy 1	Science and health activities
ii) Subject Pedagogy 2	Personality and sports activities
iii) Subject pedagogy 3	English learning activities
iv) Subject Pedagogy 4	Mathematics activities
v) Subject Pedagogy 5	Art and crafts activities
vi) Subject Pedagogy 6	Vitendo vya Kiswahili

3. General Courses	
i. Development Studies	To develop general knowledge and skills about social, political and economic issues at national and international levels
ii. Information and Communication Technology	Basic programs
iii. Media and technology	Help student teachers to interact well with the learners
iv. Communication Skills	Improve student teachers' use of languages for communicative purposes and basic communication skills for class interaction.
v. Project Work	To develop research skills and apply them to teaching and learning situations.
vi. Religions	To make student teachers abide to their religious beliefs.

6.0 STANDARDS OF RESOURCES REQUIRED FOR IMPLEMENTATION OF DIPLOMA IN TEACHER EDUCATION CURRICULUM

Owners and managers of teachers' colleges shall ensure the availability and access of standard infrastructure, facilities, equipment, instructional materials and well trained tutors needed for optimum and effective pedagogical and professional development and improvement of teachers. Presented below is a list of indicators which inform the design of standards for implementation of the diploma programme:

6.1 Tutor Qualifications

A competent and effective tutor should have the following qualities

a) Academic skills

Tutor should have a Masters degree in teacher education.

b) Experience

The tutor should have some experience in teaching at secondary schools at least three years and has attended related short courses/seminars.

c) Professional Skills

The tutor should have adequate participation in Teaching Practice.

d) Professional Development

In-service training for tutors shall include:

- i) Short courses
- ii) Long courses such as PhD
- iii) Seminars
- iv) Workshops
- v) Symposia
- vi) Conducting educational research

6.2 College Leadership Qualities

a) Leadership: Qualities to draw people who are;

- i) Committed
- ii) Dynamic.
- iii) Caring.
- iv) Can work with every staff/trainees cadre
- v) Responsible and accountable.
- vi) Command Good public relations

b) Professional Qualifications: the principal shall be a trained tutor with a working experience of not less than five (5) years

c) Academic qualifications: - Master degree or PhD holder in education.

6.3 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.

6.4 Students per Class

The number of student teachers recommended per class shall not exceed 35. The minimum admission requirements for the teacher education diploma course shall be division III in Advanced Certificate of Secondary Education Examination (ACSEE).

6.5 College Facilities

For effective implementation of teacher education diploma courses, teaching facilities shall be availed in colleges. The college administration shall be responsible in making sure that the resources are available and properly utilized. In particular, the teaching facilities shall be:

6.5.1 Physical Plant and Infrastructure

- a) Enough classrooms, dormitories and Administration blocks.
- b) Staff quarters
- c) Good drainage system
- d) Water supply
- e) Power supply facilities
- f) Pavements
- g) Transport facilities
- h) Services and maintenance Workshops.
- i) Toilets
- j) Halls with good ventilation, enough lighting, chairs and public address systems
- k) Lecture theatres/rooms for all student teachers
- l) Office for tutors
- m) Laboratories for science, language and social sciences
- n) Dormitories with enough space, fire exits, enough lavatory, water supply, power supply and fire extinguishers

6.5.2 Sports and recreational facilities

- a) **Playgrounds**
 - i) Adequate playgrounds for different indoor and outdoor games and sports with appropriate facilities for learners with special needs
 - ii) Facilities and equipment for sports, games and recreational activities
Adequate facilities and equipment for sports, games and recreational activities
 - iii) Adequate and appropriate equipment for learners with special needs.
 - iv) Adequate and reliable special pitches.

6.5.3 Health and safety

- i) Toilets

Adequate, clean and working toilets including those suitable for learners with special needs.

ii) Drainage system.

Good and reliable drainage system

iii) Hygiene and safety training.

iv) Fire extinguishers and detectors.

Reliable fire extinguisher and detectors

v) Fire exits in buildings.

Reliable and permanent fire exits

vi) Clean and safe water.

Availability of permanent clean and safe water

vii) First aid facilities.

Availability of reliable and permanent first aid facilities

viii) Dispensary facilities and services.

Adequate and permanent dispensary facilities

6.5.4 Teaching and Learning Materials

The teaching materials should address requirements of learners including those with special needs. Also should be relevant to the Tanzanian context. The Ministry of Education should put in place a mechanism which will direct the criteria and guidelines for evaluating teaching and learning materials and procuring both textual and non-textual materials. The following are textual and non-textual teaching and learning materials

a) Textual Materials

i) Textbooks

ii) Syllabi

iii) Modules and manuals

iv) Reference books

v) Subject guides

vi) Encyclopedia

vii) Charts and maps

viii) Newspapers, Journals and relevant cuttings

- ix) Texts in Braille
- xi) Software manuals and instructional resources
- xii) Computerized Library e.g. Digital Library

b) Non-Textual Materials

- i) Subject kits
- ii) Prototype
- iii) Weather stations/centres
- iv) Ecological/nature study sites
- v) Sample of actual materials
- vi) Writing board
- vii) Illustration materials and photographs
- viii) Planetaria
- ix) Posters, fliers and fact sheets
- x) Braille machines
- xi) ICT and other electronic resources as well as computer based materials (CBMs)
- xii) College/school Website.
- xiii) Overhead Projectors
- xiv) Versatile writing boards (Different appropriate writing boards.)

6.5.5 Facilities for Students with Special Needs

- 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.
- x) Avoiding storey buildings.
- xi) Minimize stairs

7.0 Teaching Methodology

7.1 The Recommended Model

The Diploma 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) Real life applications.
- f) Understand and apply different techniques of student assessment.
- g) Create opportunities for student- tutor interactions and student - student interactions.

7.2 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.

7.3 Teaching the Pedagogic Component

Pedagogic analysis of school teaching subjects is an essential component of the Diploma 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.

7.4 Teaching Practice

Practical teaching, professionally known as Block Teaching Practice (BTP) shall be carried out in secondary schools, 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. The moderation exercise shall involve tutors, college principals, education inspectors, regional education officers, education officers from MoEVT and other approved education institutions.

8.0 Assessing Student Teacher Achievement

Student teachers shall be assessed through continuous and final assessments for all three diploma courses.

8.1 Continuous Assessments

In the continuous assessment process, teachers shall administer assessments in a variety of ways over time to allow them to observe multiple tasks and to collect information about what learners know, understand, and can do. BTP, SLTP and Microteaching will also be assessed. Setting of assessment exercises should focus on three learning domains and its levels. Continuous assessment shall contribute 50 per cent in the final assessment of the student teachers.

Assessment shall include written tests, teaching practice and practical sessions. The following assessment procedures shall be employed:

- i) Written exercises, tests and examination.
- ii) Self assessment portfolio.
- iii) Seminar presentation
- iv) Single Lesson Teaching Practice (SLTP).
- v) Essay/report writing.
- vi) Micro-teaching.
- vii) Practical sessions and projects.
- viii) Block Teaching Practice (BTP).

8.1.1 Assessments of Teaching Practice

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.

8.1.2 Management of Assessment Records.

Assessment records shall be submitted to the college for compilation and submission to NECTA.

8.2 Final Examination

National Examinations Council of Tanzania, (NECTA), shall be responsible for administration of Final Examinations to the course. NECTA shall also be responsible for the accreditation and certification in Teacher Education Diploma Courses. In order to qualify for the award of diploma in Secondary, primary and Early Childhood Education course offered by (NECTA), 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.

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, third class and fail.
- iii) Any candidate who fails in Teaching Practice shall be considered a total failure.

The following is the structure of the Continuous assessment and Final examination

SN	Name of Course	Types of Assessment					
		<i>Continuous Assessment</i>			<i>Final Exams</i>		Total
			Frequency	%	Frequency	%	
1.	Psychology, Guidance and Counseling	1.Seminar Presentations	4	10	1	50	100
		2. Tests	4	10			
		3. Writing report/project work	1	10			
		4. Terminal examinations	3	5			
		5. Portfolio	5	20			

SN	Name of Course	Types of Assessment					
		<i>Continuous Assessment</i>			<i>Final Exams</i>		Total
			Frequency	%	Frequency	%	
2.	Foundations of Education	1.Seminar Presentations	4	10	1	50	100
		2. Tests	4	10			
		3. Writing report/project work	13	5			
		4. Terminal examinations	5	20			
		5. Portfolio		5			
3.	Educational Research, Measurement and evaluation	1.Seminar Presentations	4	10	1	50	100
		2. Tests	4	10			
		3. Writing report/project work	1	5			
		4. Terminal examinations	3	20			
		5. Portfolio	5	5			
4.	Curriculum and Teaching	1.Seminar Presentations	4	10	1	50	100
		2. Tests	4	10			
		3. Writing report/project work	1	5			
		4. Terminal examinations	3	20			
		5. Portfolio	5	5			

SN	Name of Course	Types of Assessment					
		<i>Continuous Assessment</i>			<i>Final Exams</i>		Total
			Frequency	%	Frequency	%	
5.	Teaching Subject I	1. Tests	4	5	1	25	50
		2. Seminar presentations	2	5			
		3. Portfolio	2	5			
		4. Terminal examinations	3	10			
	Teaching Methods 1	1. Tests	4	5	1	25	50
		2. Micro-teaching	3	10			
		3. Terminal examinations	3	10			
5 ₂	Teaching Subject II	1. Tests	4	5	1	25	50
		2. Seminar presentations	2	5			
		3. Portfolio	2	5			
		4. Terminal examinations	3	10			
	Teaching Methods II	1. Tests	4	5	1	25	50
		2. Micro-teaching	3	10			
		3. Terminal examination	3	10			
5 ₃	Teaching Methods III	1. Tests	4	10	1	50	100
		2. Portfolio	5	5			
		3. Micro-teaching	2	10			
		4. Seminar presentations	2	5			

SN	Name of Course	Types of Assessment					
		<i>Continuous Assessment</i>			<i>Final Exams</i>		Total
			Frequency	%	Frequency	%	
		5. Terminal examinations	3	20			
6.	Communication Skills	1. Tests	4	10	1	50	100
		2. seminar presentations	5	15			
		3. Report Writing	3	10			
		4. Terminal examination	3	15			
7.	Information, Communication and Technology	1. Tests	4	10	1	50	100
		2. Practical	4	10			
		3. Project	1	5			
		4. Portfolio	5	5			
		5. Terminal Examinations	3	20			
8.	Development Studies	1. Tests	4	5	1	50	100
		2. Seminar presentations	4	5			
		3. Project	2	10			
		4. Portfolio	4	10			
		5. Terminal examinations	3	20			

SN	Name of Course	Types of Assessment					
		<i>Continuous Assessment</i>			<i>Final Exams</i>		Total
			Frequency	%	Frequency	%	
9.	Teaching Practice	1. Classroom Observations	5	80			100
		2. Reflections	2	20			

8.2.1 Structure of the Final Examinations

A diploma student teacher shall be allowed to sit for a minimum of 9 and a maximum of 10 examination papers. All Examination Papers will be drawn from the following courses:

(a) Professional Courses

There will be one paper for each course with three sections.

Time: 03 Hours

Section	Focus on specification	No. of items	Weight (%)	Remarks
A	Short Answers	10	10	Compulsory
B	Applications of knowledge	04	20	Option (2questions)
C	Problem Solving	04	20	Option (2questions)

(b) Academic and Pedagogy Courses

Academic and Pedagogy courses include option subjects (i.e. Option I and II). Option I and II are compulsory subjects that make a combination of two teaching subjects.

There will be one paper for each subject consisting of three sections:

- (i) Subject content
- (ii) Pedagogy
- (ii) Problem solving

Time: 3 Hours for each paper

Section	Focus of Test items	No. of items	Weight (%)	Remarks
A	Content	10	10	Compulsory
B	Pedagogical content knowledge	04	20	Option (2questions)
C	Problem Solving	04	20	Option (2questions)

(c) Pedagogy Courses

Pedagogy courses shall include Civics and Information and Computer Studies (ICS) as option III of teaching methods. A student teacher who likes to opt for a subject from this option shall be allowed to opt only one subject.

There will be one paper for each teaching optional subject consisting of two sections:

- (i) Pedagogy
- (ii) Problem solving

Time: 2.30 Hours for each paper

Section	Focus of Test items	No. of items	Weight (%)	Remarks
A	Pedagogical content knowledge	05	30	Option (3questions)
B	Problem Solving	04	20	Option (2questions)

(d) General Courses

The common subjects are Development Studies, ICT, Communication Skills and Media and Technology. There will be one paper for each course consisting three sections.

Section	Focus on specification	No. of items	Weight (%)	Remarks
A	Short Questions	10	10	Compulsory
B	Applications of knowledge	04	20	Option (2questions)
C	Problem Solving	04	20	Option (2questions)

(e) Science and Language Practical Examinations

Student-teachers who opt for science subjects (Biology, Physics, Chemistry and ICT) and those who opt for languages subjects (English, Kiswahili and French) shall sit for a practical examination paper for each subject. The structure of practical examination papers shall follow a format prepared by the National Examination Council of Tanzania (NECTA). Diploma student-teachers shall sit for diploma practical examination papers. An examination paper will consist of three questions. It is compulsory for a candidate (student-teacher) to attempt all questions.

(f) Teaching Practice Assessment

Teaching practice shall be mandatory to every student-teacher and adequate financial provision shall be made by owners and managers of teachers colleges for the full duration of the prescribed practice teaching period. The assessment of student teacher achievement in teaching practice will draw on the following procedures:

Guidelines

- i) Instructions before leaving the college
- ii) Instructions during the school practice
- iii) Final assessment

Teaching Practice Assessment

To be done by the respective college tutors

Note: Guidelines for teaching practice assessment should be prepared by the Ministry of Education.

Number of Assessments

At least 5 times (thrice in the 1st year and twice in the 2nd year) assessments in 2 years.

Moderation

The Moderation shall be done by a team of educational professionals, involving school inspectors, officials from the Ministry of Education and Vocational Training, District Education Officers and College tutors.

8.3 Accreditation

The body responsible for the accreditation of the Ministry of Education and Vocational Training (MoEVT) diploma in education programmes is the National Examinations Council of Tanzania (NECTA).

To qualify for the award of a Diploma in Education offered by NECTA candidates have to pass all subjects and the Block Teaching Practice. NECTA shall set examinations, the minimum pass mark and the classification of Diploma Award as 1ST(Distinction), 2nd (Credit) and 3rd (Pass) and class or any other system of classification deemed appropriate.

9.0. INSPECTION AND SUPERVISION OF CURRICULUM IMPLEMENTATION

During the implementation of the curriculum the inspection and supervision will be done to ensure that the curriculum is implemented accordingly.

9.1 Inspection

The task of ensuring quality during implementation of the curriculum is mainly the responsibility of the Zonal School Inspectorate Department. In order to ensure quality in provision of education in Tanzania, the Education Act No. 25 of 1978 and its amendment No.10 of 1995 demands college inspectors to assess the provision of education in the colleges and provide appropriate advice to rectify any anomalies observed. Colleges shall be inspected at least once a year and college Inspectors shall spend one week to inspect a single college. The college Inspectors in the zonal offices shall be responsible to orient tutors on:

- a) How to use the syllabus, ' Guide, manuals and reference books in Teaching/learning.
- b) How to prepare and use lesson plans and schemes of work, selection, preparation, use, handling and proper storage of teaching and learning aids and materials
- c) Use of participatory/interactive methods of teaching/learning

- d) Assessment of learner's achievement
- e) How to use the assessment results to improve teaching and how to assist/help students' teachers with poor performance.

In addition, the school Inspectors shall be responsible for:

- f) Observing the teaching and learning process taking place in the classroom and thereafter giving advice to tutors on how to improve the process.
- g) Giving advice to principal on administrative and managerial matters.

9.2. Supervision during Implementation of the Curriculum

Supervision during implementation of the curriculum shall be done at ministerial and at regional/district levels.

a) Ministerial Level

The Commissioner for Education shall be the chief supervisor for all issues concerning curricula implementation, including that of the Diploma in Teacher Education. Moreover, the Teacher Education Department in the MoEVT shall be responsible for overseeing curriculum implementation nationwide. Specifically, this department shall make sure that implementation of the curriculum starts and continues smoothly by accomplishing the following tasks:

- i) Ensuring that college has enough tutors with the required qualifications.
- ii) Ensuring that schools have buildings, furniture, laboratory, workshop equipment and teaching/ learning materials.
- iii) Recommending what should be included in the revised curriculum and also how the curriculum should be implemented and supervised.
- iv) Coordinating and working closely with the college Inspectorate Department, Regional Education Officers, District Education Officers so as to ensure that:
- v) Implementation of the Diploma in Teacher Education curriculum is conducted smoothly and that any emerging problems are solved in time.
- vi) Teaching and quality control in colleges done effectively.
- vii) The standards set by MoEVT on various aspects of Diploma in Teacher Education provision in the country are followed.
- vii) Suggestions/recommendations on how to improve Diploma in Teacher Education curriculum are implemented.

- vii) The Commissioner for Education accesses the most effective technical advice and strategies of implementing the Diploma in Teacher Education Curriculum.

b) Zonal/ Regional/District Level

The Education Officers in the Zone, Region, District, Municipal and Council headquarters shall be responsible for supervising all activities in the implementation of the curriculum in collaboration with other departments in the district. The other departments include: The Inspectorate, District Commissioner's office, District Planning Office, District Executive Director and other Region/District Offices. In each Region/District, apart from the Education Officers, the academic Officers will ensure efficient curriculum implementation in their Region or District.

10.0 MONITORING AND EVALUATION

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

10.1 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:

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

10.2 Evaluation

The evaluation of the diploma 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.

10.2.1. 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.

10.2.2 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 shall be two years. In this regard, summative evaluation shall be done after 2 years for the diploma 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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