

TANZANIA INSTITUTE OF EDUCATION



A GUIDE FOR THE IMPLEMENTATION OF BASELINE PROGRAM FOR SECONDARY SCHOOLS IN TANZANIA MAINLAND

2014

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ABBREVIATIONS

CBO's	Community Based Organizations
CDR	Curriculum Design and Review
EMDD	Educational Materials Design and Development
IAE	Institute of Adult Education
NGO's	Non-Governmental Organizations
MOEVT	Ministry of Education and Vocational Training
TIE	Tanzania Institute of Education

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Foreword

It is a great honour to the Ministry of Education and Vocational Training (MOEVT) in collaboration with Tanzania Institute of Education (TIE) and British Council in Tanzania through the EQUIPT ELT project to develop this guide. It is anticipated that the guide will assist secondary school teachers to implement Baseline program to enable them build English language skills to the Form One students.

This guide stipulates learners' competences to be developed by the students throughout baseline program. It portrays the organization of baseline content which provides the areas of study, subjects and topics to be covered. Apart from that, it explains how to implement the baseline program. Furthermore, the guide provides hints for the teaching and learning materials in use to facilitate the program. Lastly, it describes how the program will be best monitored and evaluated.

For better outcome, all secondary schools in the country are obliged to implement the baseline program as per guide.

I hope that the guide will be useful and helpful to all teachers for effective implementation of the program and other stakeholders for evaluation of the program outcomes.

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Prof. Eustella P. Bhalalusesa
Commissioner for Education
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1.0 Introduction

1.1 About the Guide

This guide has been designed and developed to assist a teacher who is involved in implementation of the baseline program. It sets standards which are vital for the implementation of baseline program. It comprises several components which are; Learners' Competences; Organization of the Baseline Content; Baseline Implementation; Teaching and Learning Materials and Monitoring and Evaluation of the Program.

Baseline program is an orientation course developed by Ministry of Education and Vocational Training (MOEVT) in collaboration with British Council in Tanzania through EQUIPT ELT as an initiative to improve ability of Form One students to use the English language in learning other subjects effectively.

It has been observed that a good number of students who complete primary education lack mastery of English language due to the fact that English as subject in primary schools is not taught communicatively and competently. Therefore, the set six-week Baseline program to Form One students will be an opportunity to students to improve their basic language skills which are fundamental in mastering learning of all subjects taught in English language.

2.0 Learners' Competences

Competence describes what a student should be able to do as the outcome of teaching and learning process. Competences in baseline program shall be developed over the student's entire learning of the course and cut across all subject areas. The effective acquisition and promotion of learning skills will enable learners to participate effectively in multiple contexts or social fields. Generally, the program aims at enabling Form One students to communicate effectively in English. Specifically, it intends to enable students to:

- (i) listen and respond to information on a variety of subjects.
- (ii) speak fluently and effectively to express their opinions.
- (iii) read and comprehend a variety of literary and non-literary text.
- (iv) express himself or herself effectively in written and spoken.

- (v) convey information, instruction, ideas and feelings appropriately and effectively in a range of different social and cultural contexts.
- (vi) use a range of language experiences for developing knowledge of a subject area.
- (vii) use language for different audiences and purposes relevant to oneself and the subject area.
- (viii) use the vocabulary, structures and forms of expression which characterize each area of study.

3.0 Organization of the Baseline Content

The baseline is organized into ten (10) topics and each topic has ten (10) lessons. The topics are built from what students have learnt in standard six and seven in primary school and introduce language concepts for learning English in Form One subjects. Some of the topics contain lessons which are taught across various subjects. The baseline covers subjects namely Mathematics, Civics, History, Geography, Biology, Physics, Chemistry and English. The details of the content are stipulated in the table below:

S/n	Learning Area	Subjects	Topics coverage
1	Mathematics	-	1. Numbers 2. Shapes and measurements
2	Science	Biology, Physics and Chemistry	1. Living and non-living things 2. Science in our lives
3	Social Science	Civics, Geography and History	1. Solar system 2. Our nation 3. Tourism 4. Life skills 5. World of work
4	Language	English	Me and my life

4.0 Baseline Implementation

4.1 Supervision

Supervision is an essential element for effective implementation of the program. The head of school shall be the overall supervisor who will monitor daily teaching and learning. However each school shall have a Baseline coordinator from English

department appointed by head of secondary school whose responsibilities will be as follows:

- (i) He/she shall collaborate with academic master and Head of English Department in conducting orientation to teachers who teach baseline program.
- (ii) He/she shall team up with the academic master in preparation of a timetable for implementation of the program.
- (iii) He/she shall monitor the daily attendance of teachers and students.
- (iv) He/ she shall organize setting of end of baseline orientation program examination in collaboration with academic master.
- (v) He/she shall write a report of the baseline program in collaboration with the academic master and submit to the head of secondary school.

4.2 Baseline Teachers

Teaching of baseline will be done by all Form One teachers. Teachers are encouraged to apply team work for effective implementation of the program. For the topics which cover lessons of multiple subjects, teachers are advised to perform team teaching for effective facilitation and learning.

4.3 Teaching and Learning Process

The teaching and learning process shall focus on the active participation of the learners. It is imperative that teachers adopt participatory and interactive methods that engage learners in doing a series of activities throughout the learning process. Learning shall also promote attainment of wide range of learners' needs and interests. Hence, the learner-centred teaching approach or participatory methods shall be emphasized. Various participatory techniques namely buzz, jigsaw readings, group discussion, think- pair share, whole group discussion, panel discussion, debates, brainstorming, dialogue, simulation, field visits, peer tutoring, demonstration and the use of drama are recommended. The suggested teaching and learning strategies are not exhaustive and the teacher is encouraged to use any other relevant strategies which suit the lesson and learning environment.

4.4 Learning time

Time is an important resource for effective teaching and learning. The baseline program shall be conducted in six weeks using the normal school timetable. The number of periods per subject should be the ones recommended as by subject syllabi.

4.5 Assessment

Assessment forms an integral part of the facilitation and learning process. It shall determine the progress of the learner and monitor the learning process occur throughout the baseline. The assessment methods shall comprise teacher assessment, self-assessment and peer assessment. The assessment tools which shall be used are classroom observation, assignments, tasks (individual and group), quizzes and portfolio. Teacher will have to observe '**Continuous Assessment strategy**'. The assessment of the baseline will contribute towards the individual continuous assessment performance in a particular subject

4.6 Teachers Orientation

All secondary school teachers shall be trained on how to conduct baseline program. TIE shall be responsible on conducting orientation for effective implementation of the program. Training shall be conducted yearly depending on availability of resources.

5.0 Teaching and Learning Materials

Teaching and learning materials are the most important resources needed at classroom level. They stimulate students to think critically, create mental images and develop key competences. The baseline materials are completely updated version of a course manual first produced for our secondary schools in cooperation with the British Council between 1988 and 1994. There are three types of baseline materials prepared for implementation of baseline program, namely Students' Book, Teacher's Guide and Resource Booklet.

5.1 Baseline Students' Book

The Baseline students' book has been developed to enable students to learn English language in learning other subjects. The book consists of content which has been organized into topics and activities. The activities designed in each lesson are interactive

to emphasize students' development of language skills. The last chapter of the book comprises a glossary for the key words used in the book. The book also contains symbols which tell students who to work with and what skills they should develop and apply.

5.2 Baseline Teachers Guide

Baseline Teacher's guide has been developed to assist teachers to deliver effectively the baseline materials during orientation course. The guide consists of content which has been organized into topics and activities. The activities designed in each lesson are interactive to emphasize students' development of language skills. The last chapter of the guide comprises a glossary for the key words used in the guide. The guide also contains symbols which alert teachers on how to assign tasks to the students and identify skills to be built to students.

5.3 Baseline Resource Booklet

The booklet is one of the baseline materials that have been designed as a resource to support the development and structure of the baseline course as well as to supplement the use of teacher's guide and student's book. The Resource Booklet consists of Teaching and learning strategies; activities for low resource context and useful website links.

6.0 Monitoring of the Program

The implementation of the Baseline program shall be monitored at school and national level to track continuous performance of the program. Monitoring shall be done regularly and gaps identified should be addressed. Monitoring of the program will be carried out as follows:

At School Level

Head of secondary school shall be responsible for conducting monitoring at the school level.

At National Level

TIE and School Inspectorate Department shall be responsible for conducting monitoring of the program at national level. They shall make follow up of implementation of the baseline program for quality assurance.

7.0 Evaluation of the Program

The evaluation of the baseline program shall be done internally and externally. Tanzania Institute of Education shall be internal evaluator of the implementation of baseline program. School Inspectorate shall be the external evaluator.