

# TANZANIA INSTITUTE OF EDUCATION



## TEACHER'S MODULE FOR LEARNING AND TEACHING THROUGH PLAY, PROMOTING WELL-BEING AND INCLUSIVITY IN SCHOOL

TEACHERS' CONTINUOUS PROFESSIONAL  
DEVELOPMENT (TCPD),  
PRE- AND PRIMARY EDUCATION

**PlayMatters**

In partnership with



The LEGO Foundation

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DEVELOPMENT (TCPD) – PRE- AND  
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## Acronyms

<b>CoL</b>	Community of Learning
<b>IRC</b>	International Rescue Committee
<b>MoEST</b>	Ministry of Education Science and Technology
<b>TCPD</b>	Teachers' Continuous Professional Development
<b>TIE</b>	Tanzania Institute of Education

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## Foreword

In-service teacher training enhances motivation and confidence among teachers in performing their duties. The competence a teacher gains helps him/her effectively implement facilitation techniques for pupils and improve the learning and teaching environment. The National Framework for Continuous Professional Development for Teachers (MoEST, 2020) outlines the basis for providing training to teachers.

Through this guide to Teachers' Continuous Professional Development (TCPD), the facilitator will improve the ability to enable teachers to help others, collaborate, share ideas and experiences, and develop skills in learning and teaching. Moreover, this guide is designed to help teachers improve using the play method in learning and teaching.

The Tanzania Institute of Education (TIE), in collaboration with the International Rescue Committee (IRC) through the PlayMatters project, has developed this facilitator guide to strengthen teachers' ability to facilitate learning through play.

## Introduction

This guide has been prepared to build the competence of enabling teachers to use play. The writing of the guide has considered the instructions in the National Framework for Continuous Professional Development for Teachers (MoEST, 2020). This framework emphasises the provision of in-service teacher training. This training is a key tool for achieving quality learning and teaching. Through this guide, you will help the teacher develop the ability to use play in teaching and learning to improve the well-being of both the teacher and the learner in pre- and primary education based on 21<sup>st</sup>-century skills, which are communication, critical thinking, creativity, and collaboration.

### Usage of the Guide

This guide has been prepared to be used in continuous professional development for in-service teachers. During the training, the facilitator will use this guide to lead teachers through various activities in the Teacher's Module. Additionally, this guide is recommended for use in Communities of Learning (CoL), where teachers meet at school or teacher centres.

The guide outlines instructions the teacher must follow, including using different guidelines and conducting micro-teaching during training, learning and teaching in the classroom. Furthermore, the knowledge gained after the training will enable the teacher to teach and assess through play. The guide also recommends using learning and teaching resources based on the types of play that will be used to build the intended competencies.

### **Expected Competence to be Developed in a Teacher**

The expected outcomes of teacher training are to enhance their ability to facilitate learning and teaching through play. The teacher will be able to use play in learning and teaching to develop knowledge, skills, and positive attitudes among pupils. It is also expected to develop 21<sup>st</sup>-century skills such as communication, critical thinking, creativity, and collaboration among pupils.

### **Facilitation and Assessment**

You will use this guide during one-on-one training, and continuous assessment will be conducted using the teacher's portfolio, showing the activities performed as directed in this guide. Therefore, keeping all the activities you perform in your portfolio is essential.

### **The target individuals for this guide are:**

- (a) Pre and Primary Education Teacher
- (b) Facilitator/Tutor
- (c) School Quality Assurer
- (d) Education Officer



## Unit One

### **Learning and Teaching through Play**

As a facilitator, you can use various methods that encourage interaction and experience sharing during training sessions. Some recommended methods include small group discussions, brainstorming, jigsaw activities, gallery walks, role-playing, and fishbowl discussions.

#### **Types of play that can be used in teaching**

You are advised to use techniques that allow each participant to learn about the types of play that can be used in learning and teaching. Additionally, you should ensure that such types of play aim to develop communication skills, critical thinking, creativity, and collaboration. You should also refer to the Teacher's Module on Learning and Teaching through Play to promote well-being and inclusivity in school and the Play Resource Book to enhance your understanding. Furthermore, it is essential to encourage teachers to improvise the types of play available in their environment.

#### **Expected outcomes**

After being facilitated in this section, the participant should be able to describe the meaning of learning and teaching through play.

**Requirements:** Flipchart, marker pens, paper, syllabus, Teacher's Module, Play Resource Book, bottle caps

**Duration:** 2 hours and 50 minutes

### **1.1 Learning activities (40 minutes)**

- (i) In gender-responsive and inclusive groups, guide the teachers through discussing the meaning and importance of teaching and learning through play.
- (ii) Facilitate the teachers to share and discuss with other groups.
- (iii) Guide the teachers through conducting a reflection as outlined in the Teacher's Module. Ensure each teacher participates fully.
- (iv) Each teacher should complete the assessment activity in the teacher's module and keep it in their work portfolio.
- (v) Guide the teachers in groups through the summary in the Teacher's Module
- (vi) Ask the teachers to make conclusions by clarifying when necessary to achieve a common understanding.

### **1.2 Learning activities (50 minutes)**

- (i) Think-Ink-Pair-Share: Ask each participant to think individually about the various types of play used in their daily environment and to share with a peer the key points to consider when teaching. Then, one should present them to a larger group for discussion.
- (ii) Direct the teachers in their groups to list the various types of play they ever used in teaching and then discuss the qualities that made them choose those types of play

over others.

- (iii) Ask the teachers in their groups to fill in the table in the Teacher's Module with appropriate and inappropriate types of play for teaching
- (iv) In their groups, direct the teachers to use the Play Resource Book to do the following:
  - Reading three to five types of play
  - Performing a role-play to demonstrate the characteristics of play and how they can be used in their context (1 hour)
  - Identifying challenges in using these types of play (15 minutes)
  - Explaining how to address these challenges
- (v) Lead each teacher to reflect on their learning as outlined in the Teacher's Module in Activity 1.2.
- (vi) Instruct the teachers to complete the assessment activity in the Teacher's Module in Activity 1.2.
- (vii) Instruct the teachers in groups to read the summary in the Teacher's Module in Activity 1.2.
- (viii) Guide the teachers in making conclusions by providing clarifications when necessary to achieve a common understanding.

### 1.3 Learning activities (40 minutes)

- (i) Have the participants in groups choose one activity from a specific competence and suggest an appropriate kind of play for the activity. Then, discuss the play materials available in their environment as outlined in the Teacher's Module in Activity 1.3. Then, let them present those materials to a larger group.
- (ii) Guide the teachers through doing a reflection as outlined in the Teacher's Module in Activity 1.3
- (iii) Guide the teachers through completing the assessment activity in the Teacher's Module in Activity 1.3
- (iv) Ask the teachers to read the summary in the Teacher's Module in Activity 1.3
- (v) Lead teachers to make a conclusion by providing clarifications where necessary to achieve a common understanding.

#### *Key points to consider when making summaries*

- Explaining the concept of teaching and learning through play, referring to the Teacher's Module
- Using inclusive language
- Clarifying the types and characteristics of play
- The objectives of play in developing competences



#### **1.4 Learning activities (40 minutes)**

- (i) Direct the participants to think individually about the benefits and challenges of using play in learning and teaching. Then, have each participant share and discuss their responses with a partner; afterwards, they should present the responses to a larger group for discussion, as outlined in the Teacher's Module in Activity 1.4.
- (ii) Guide the teachers through a reflection on their learning as outlined in the Teacher's Module in Activity 1.4.
- (iii) Guide the teachers through completing the assessment activity in the Teacher's Module in Activity 1.4.
- (iv) Guide the teachers through reading the summary outlined in the Teacher's Module in Activity 1.4.
- (v) Ask the teachers to make conclusions by providing clarifications, where necessary, to achieve a common understanding.

## Unit Two

### Play and Child Holistic Development

In this section, the facilitator will enable teachers to build knowledge and skills regarding the aspects of a child's holistic development using the method of learning and teaching through play. You can use the following methods in the facilitation process: group discussions, brainstorming, gallery walks, and role-playing.

#### Expected outcomes

After being facilitated in this section, the participant should be able to use the play method in learning and teaching that considers aspects of the child's holistic development.

**Requirements:** Play Resource Book, smartphone, internet, flipchart, marker pens, Teacher's Module

**Duration:** 4 hours 55 minutes

#### 2.1 Learning activities (110 minutes)

- (i) Instruct the teachers to read texts related to the various aspects of the child's holistic development from diverse sources, including online resources, as outlined in the Teacher's Module in Activity 2.1.

- (ii) Allow them to explain what they have learned from the texts they read.
- (iii) Lead the teachers in group discussions on the holistic aspects of child development and have them present their findings.
- (iv) Lead the teachers in reflections as per the Teacher's Module. Make sure all teachers actively participate.
- (v) Each teacher should complete the assessment activity in the Teacher's Module and keep it in their portfolio.
- (vi) Lead the teachers in groups to read the summaries in the Teacher's Module.
- (vii) Lead them in summarising the content by offering explanations when necessary to ensure a shared understanding.

***Key points to consider when making summaries***

- Using inclusive language by providing examples that address all groups
- Clarifying skills related to a child's holistic development
- Explaining the relationship between the child's holistic development skills and the use of the play method

## **2.2 Learning activities (180 minutes)**

- (i) Instruct the teachers to choose a type of play based on the competence being developed from the relevant level's syllabus.

- (ii) Instruct the teachers to prepare a micro-teaching lesson based on the competence and the play they chose.
- (iii) Allow the teachers to conduct micro-teaching.
- (iv) Summarise the micro-teaching that took place together with the teachers.
- (v) Lead the teachers to conduct a reflection as outlined in the Teacher's Module in Activity 2.2.
- (vi) Ask the teachers in groups to read the summary in the Teacher's Module.
- (vii) Lead the teachers to make conclusions by providing clarifications where necessary to achieve a common understanding.

***Key points to consider when making summaries***

- Using inclusive language by providing examples that are gender sensitive
- Verifying if the selected play promotes the child's holistic development skills
- Checking whether the play used aligns with the selected competence and the learners' abilities according to the tools used
- Ensuring the tools/materials used match the learner's abilities

## Unit Three

### Well-Being of the Teacher and the Pupil

The process of learning and teaching is influenced by various factors, including the relationships between pupils, pupils and teachers, teachers and their colleagues, and the community surrounding the school. In this section, we will focus on how psychological and social well-being can affect the learning and teaching process.

#### Expected outcomes

After attending this section, the participant should be able to develop the competence to identify indicators of psychological and social well-being challenges and to address them.

**Requirements:** Pens, small notebooks, flipchart, marker pens, balloons, copies of case studies, Teacher's Module for Learning and Teaching Through Play, Promoting Well-Being and Inclusivity in School

**Duration:** 2 hours and 30 minutes

### **3.1 Learning activities (30 minutes)**

- (i) Ask the teachers in groups to read the case study about Teacher Safi in the Teacher's Module for Learning and Teaching Through Play, Promoting Well-Being and Inclusivity in School. Then, ask them to answer the questions.
- (ii) Guide the teachers through sharing with other groups and discussing together.
- (iii) Guide each teacher in doing a reflection.
- (iv) Let the teachers read the summary as outlined in the Teacher's Module. Ensure every teacher participates fully.

### **3.2 Learning activities (90 minutes)**

#### **Step One**

- (i) Prepare more balloons than the number of teachers.
- (ii) Guide the teachers into groups of not more than 20 people to form a circle.
- (iii) Explain the rules of the balloon game, stating that you will throw the balloons into the air, and each participant should use only one finger to keep the balloons from falling to the ground.
- (iv) Throw the first balloon into the group of teachers. Each participant should use the index finger to keep the balloon from touching the ground.
- (v) After five seconds, add a second balloon into the air, then a third. Continue adding balloons into the air until they exceed the number of participants, making it difficult to keep them from falling to the ground.

- (vi) Allow the teachers to discuss strategies for keeping the balloons in the air in their group and repeat the play.
- (vii) After the game, ask the teachers the following reflection questions:
- How did you find the game? Was it easy or difficult? In what way? Listen to the teachers' thoughts. For example, initially, the game was easy, but as the number of balloons increased, it became difficult, and our strategies did not work as expected.
  - How does this game relate to the stress you face as a teacher? Listen to the teachers' thoughts, such as too much work, trying to do many things simultaneously, lack of sufficient support, feeling overwhelmed, and other issues.
  - If the balloons represent your tasks, which balloon would you allow to fall first? Listen to their thoughts.
- (viii) Guide the teachers in concluding this activity by helping them reach a common understanding about stress.
- (ix) Guide the teachers through performing Activity 3.2 in the Teacher's Module.
- (x) Guide each teacher in doing a reflection.
- (xi) Guide the teachers in pairs through reading the case study about Teacher Amina in the Teacher's Module for Learning and Teaching Through Play, Promoting Well-Being and Inclusivity in School. Then, answer questions

in the Teacher's Module in Activity 3.2.

- (xii) Ask each teacher to do a reflection as outlined in the Teacher's Module. Ensure every teacher fully participates.


### **Step Two**

- (i) Lead the teachers in groups to sketch the human body on a flipchart. Then, each group should assign a specific mark to be used in the following step.
- (ii) Guide the teachers in groups to identify various symptoms of stress that manifest in the body by marking them on the drawings they have made, for example, headaches, clenched jaw, weakness in the legs, and rapid heartbeat.
- (iii) Allow the teachers to describe their drawings to the whole group.
- (iv) Lead the teachers in conducting a group discussion and summarising their discussion about the effects of stress on the human body.

### **3.3 Learning activities (30 minutes)**

- (i) In groups, guide the teachers in reading the case study of Teacher Rehema in the Teacher's Module in Activity 3.3.
- (ii) Guide the teachers in sharing with other groups and conducting a discussion.
- (iii) Guide each teacher to do reflection.
- (iv) Ask the teachers to read the summary indicated in the





Teacher's Module. Ensure each teacher participates fully.

## Unit Four

### **Inclusive and Gender-Responsive Teaching and Learning**

This section will help you enhance teachers' ability to engage learners during teaching and learning through play. This includes participatory learning and teaching that recognises and values different learning styles and experiences between male and female learners. You will guide the teachers through identifying and discussing ways to counter gender bias and stereotypes to promote equality and support pupils' learning and development.

#### **Expected outcomes**

After being facilitated in this section, the teacher should be able to consider inclusive learning and teaching environments. They should also be able to use the play method to educate all pupils and eliminate stereotypes.

**Requirements:** Pens, flipchart, marker pens, copies of case studies and scenarios, Teacher's Module

**Duration:** 4 hours

## Learning activities

- (i) Ask the teachers to engage in group discussions to enhance their initial understanding of gender and sex.
- (ii) Direct the teachers to reflect on how social stereotypes and biases affect learners' understanding of lessons in learning and teaching through play.
- (iii) Guide the teachers in preparing a daily schedule of behaviours, responsibilities, and customs followed by boys and girls in the community. Then, have them discuss how these affect their understanding and performance in learning and teaching through play.
- (iv) Guide the teachers in learning practical methods for gender and inclusive actions through stories and events.
- (v) Lead the teachers to perform Activities 4.1, 4.2, 4.3, and 4.4 in the Teacher's Module.
- (vi) Guide the teachers in doing reflections in the Teacher's Module in Activities 4.1, 4.2, 4.3, and 4.4.
- (vii) Guide the teachers through conducting the assessment activity found in the Teacher's Module in Activities 4.1, 4.2, 4.3, and 4.4.
- (viii) Lead the teachers to read the summary in the Teacher Module in Activities 4.1, 4.2, 4.3, and 4.4.
- (ix) Direct the teachers to make conclusions by clarifying when necessary to achieve a common understanding.

### *Things to consider in making summaries*

- Practising arranging learners of different genders in the classroom so that they can interact with each other
- Aiming to provide opportunities for shy/quiet children
- Avoiding gender stereotypes and role divisions
- Using various tools (such as drawings, pictures, signs, audio-visuals, language) to engage children with different learning styles
- Distributing equitably learning and teaching materials that focus on play

Generally, teachers are important role models for children. They can show their pupils new ways of behaviour and self-perception that they might not get from their parents and community. If a teacher consistently shows that they care about both girls and boys attending and participating in learning and teaching activities, it sends an important message that girls are as important as boys, and their education is equally valuable. Teachers can help address gender discrimination by enabling children to understand and practise leadership and actively participate in learning and teaching activities through play.

## Unit Five

### Teaching Practice through the Play Method

This section will help you enhance teachers' capacity to analyse learning and teaching tools and their ability to prepare Lesson Plans for various activities outlined in the syllabus using different strategies and play-based activities. Refer to the sample Lesson Plan in the Teacher's Module.

#### Expected outcomes

After being facilitated in this section, the participant should be able to:

- (a) Prepare tools for learning and teaching the competence/activity chosen in the pre- or primary education syllabus
- (b) Use strategies and the practice of learning and teaching through play in all four components of the Lesson Plan

**Requirements:** Flip chart, marker pens, manila cards, Lesson Plan, aids/tools, Teacher's Module, Play Resource Book

**Duration:** 6 hours

## **Improvising materials for learning and teaching through play (2 hours)**

This section will identify and elaborate on the fundamental aspects of improvising tools to enhance the process of learning and teaching through play.

### **5.1 Learning activities (120 minutes)**

- (i) Guide the teachers into groups of 4 to 6 people. Then, list the things to consider when preparing materials for learning and teaching through play.
- (ii) Have the teachers select competencies from the pre- and primary education syllabus and improvise materials for learning and teaching using materials for their chosen competence.
- (iii) Ask the teachers to present their work to a large group.
- (iv) Engage all the teachers to make joint summaries.
- (v) Lead the teachers to reflect on the content in the Teacher's Module in Activity 5.1.
- (vi) Direct the teachers to conduct the assessment in the Teacher's Module in Activity 5.1.
- (vii) Conclude by asking the teachers to read the summary in the Teacher's Module in Activity 5.1.

## **Preparing a Lesson Plan for teaching through play**

### **5.2 Learning activities (60 minutes)**

- (i) Ask the teachers to sit in groups of 4 to 6 based on the subjects/competences and the class levels they are teaching.

- (ii) Ask the teachers to go through the components of the Lesson Plan.
- (iii) Each group should be given specific competencies and activities from the pre- and primary education syllabus that they will use to prepare a complete Lesson Plan, including techniques, tools, and appropriate activities for learning and teaching through play.
- (iv) Involve the teachers in their groups to write the preliminary information for the Lesson Plan and create a table with the four components.

Introduction	Competence Development	Designing	Realisation

- (v) Explain to the teachers in their groups how to write a complete Lesson Plan based on the table and components they created while referring to the guidelines and instructions you provided.
- (vi) Visit the groups to observe how teachers identify actions and learning activities through play. Then, provide clarification where needed.

*Note: Encourage all group members to participate fully. Inform them that each group member can be chosen to explain any part (component) of the Lesson Plan.*

- (vii) Instruct the teachers to present the Lesson Plan they prepared to a larger group.
- (viii) After each group has finished preparing the Lesson Plan, use the guide to review the quality and completeness of the Lesson

Plan. Specify what is expected to be included in the Lesson Plan based on the above attachment.

*If the mentioned component is in the Lesson Plan, all group members should clap once and tap their fingers above their heads.*

*If the mentioned component is not in the Lesson Plan, all group members should stand up, and then one person should note it down and ask the group members to try to incorporate it into their Lesson Plan.*

- (ix) Have the teachers in their groups conduct final reviews and revisions of the Lesson Plan.
- (x) Ask the teachers to reflect on the activity in the Teacher's Module in Activity 5.2.
- (xi) Instruct the teachers to conduct the assessment in the Teacher's Module in Activity 5.2.
- (xii) Conclude by asking the teachers to read the summary in the Teacher's Module in Activity 5.2.

## **Strategies and activities for learning and teaching through play**

Teachers need to understand and use strategies and practices that can help them apply play to facilitate the development of various competences in the classroom. This will help ensure that play is not only used as a form of entertainment or a way to energise and engage learners but also as a teaching strategy to foster the desired competence in the learner.

### **5.3 Learning activities (60 minutes)**

- (i) Instruct the teachers to form groups of 5 to 6 people and then read the attachment on the strategies for teaching



through Play 2 in the Teacher's Module.

- (ii) Instruct the teachers to present what they have read to a larger group.
- (iii) Distribute one strategy to each group and instruct them to fill in the teaching actions for each step of the Lesson Plan based on their given strategy.
- (iv) Conclude by providing clarification on any points that are not understood and emphasise the importance of using strategies in teaching and learning.

***Key points to consider when making summaries***

- Ensure the language used is inclusive.
- Explain using real examples of teaching strategies through play that the teachers have failed to understand.

**Use of strategies in teaching and learning through play**

- (i) Prepare five charts, each with a different strategy written on it. Divide each chart into four columns, each showing different stages of the lesson. (Refer to Appendix I in the Teacher's Module.)
- (ii) After showing the example, group the teachers into four (A,

B, C, and D). Ask them to read Appendix II in the Teacher's Module. Inform them that the attachment contains a list of strategies and related practices and a table indicating which component of the Lesson Plan they should focus on with that strategy. Their task is to identify at least one activity that specifically incorporates that strategy (They can learn from the suggested examples in the Teacher's Module or use their own creativity.)

- (iii) Each group should have a different component of the Lesson Plan to work on for each strategy in a rotational manner so that each group can consider each component/step of the Lesson Plan at least once.
- (iv) While the teachers are working, visit the groups in the classroom to answer questions or observe the good activities that the groups are coming up with. When you identify excellent work, place a star on the group's paper to indicate that it effectively represents learning and teaching through play.
- (v) After the discussions, all groups should present their work and identify the outstanding activities that effectively incorporate the strategies and practices of teaching and learning through play.
- (vi) Guide the teachers through the reflection in Activity 5.3 of the Teacher's Module.
- (vii) Ask the teachers to conduct the assessment in the Teacher's Module in Activity 5.3.
- (viii) Conclude by asking the teachers to read the summary in the

### **The practice of teaching through play**

Teaching and learning through play involves using play at different stages of a lesson. To facilitate this teaching, the teacher should consider the selection of appropriate types of play, the content or competence being developed, and the use of various teaching tools and strategies.

#### **5.4 Learning activities (120 minutes)**

- (i) Ask the teachers to form groups of 5 to 6 and discuss the Lesson Plan considering the appropriate educational levels (Pre- and Primary Education).
- (ii) In their groups, direct the teachers to choose competences from subjects like Science, Mathematics, English, Tanzanian History, Civic and Moral Education and to apply teaching strategies through play.
- (iii) Instruct the teachers to select specific activities from their chosen subjects and prepare a Lesson Plan by considering the play method.
- (iv) Guide the teachers through micro-teaching, with others conducting evaluations to provide feedback on the learning and teaching process through play (*focusing on what worked well and what needs improvement*).
- (v) Lead the teachers to reflect on the micro-teaching that took place.
- (vi) Facilitate the teachers in summarising their discussions and provide clarification to achieve a shared understanding.

***Key points to consider when making summaries***

- Emphasize the key components of a correct Lesson Plan.
- Emphasize the importance of integrating cross-cutting issues such as gender, inclusivity, and psychological and social well-being.
- Select a few teachers to provide their comments/feedback and encourage each participant to continue reflecting on the process and components of the Lesson Plan.

## Unit Six

### Continuous Assessment in Learning and Teaching through Play

This section focuses on continuous assessment in the process of learning and teaching through play. As a facilitator, you are expected to enable teachers to develop the ability to identify methods and tools for continuous assessment that will be used to evaluate learner progress. This section aims to provide direction for teachers to develop continuous assessment skills in the learning and teaching process. Therefore, you are encouraged to use techniques that provide opportunities for teachers to learn about continuous assessment in learning and teaching through play.

#### Expected outcomes

After being facilitated in this section, the teacher should have the ability to use appropriate techniques and tools for continuous assessment in the process of learning and teaching through play, considering gender equality and inclusivity.

**Requirements:** Smartphone, internet, flipchart, marker pens, pens, paper, syllabus, texts explaining continuous assessment, Teacher's Module

**Duration:** 3 hours and 35 minutes

## Learning activities

Guide the teachers through the following:

- (i) Thinking in pairs about the continuous assessment methods and tools they use in learning and teaching (10 minutes)
- (ii) Staying in small groups and explaining the concept of continuous assessment/evaluation in the process of learning and teaching that builds competence from various sources (30 minutes)
- (iii) Completing Activities 6.1, 6.2, and 6.3 in the Teacher's Module
- (iv) Preparing and conducting micro-teaching in groups focusing on continuous assessment (120 minutes)
- (v) Doing a reflection on Activities 6.1, 6.2, and 6.3 in the Teacher's Module
- (vi) Conducting the assessment activities in the Teacher's Module in Activities 6.1, 6.2, and 6.3
- (vii) Reading the summary in the Teacher's Module in Activities 6.1, 6.2, and 6.3
- (viii) Making summaries by providing clarification where necessary to achieve a common understanding

***Summarise by emphasizing on key points to consider***

- Various methods for continuous assessment/evaluation in learning and teaching
- Tools used for conducting continuous assessment/evaluation of learning

## **References**

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