



CHALIMBANA UNIVERSITY

DIRECTORATE OF DISTANCE EDUCATION

HE 2303: HOME ECONOMICS TEACHING METHODS 1

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MODULE OVERVIEW

Teaching Methods 1

Introduction

The following quote by -----“*Teaching is hard as one has to teach from the heart.*” means that you should dedicate the self to the job without looking at what you will get out of it. Teaching is a 24 hours’ job; It involves planning, teaching, assessing evaluation and record management. In cases where there is poor performance, the teacher has to counsel the child as well as think of how best to help that child without abandoning such a one.

The secret to successful teaching emanates from careful planning. Without planning, no teacher can teach effectively. However, this goes hand in hand with careful selection of teaching strategies and passion.

There is no strategy for classroom management that will overcome pupil behavior problems if the teacher does not provide an interesting, engaging program that allows each Pupil to become actively involved.

There is no strategy for classroom management that will magically create a positive classroom environment if the teacher does not engage all pupils in a busy sense of working with the most compelling reward of all, that of realizing that they are learning important things that are valued in the real world.

In this course therefore, the student will be exposed to the teaching profession and how to teach as a way of helping them to become teachers.

Rationale

There is a lot of expectation from practical subjects by the ministry of education and the nation in attaining vision 2030. The country hopes to become a middle income country by 2030 through equipping of youths with skills. The idea is to reduce poverty and unemployment. It has become inevitable that government cannot employ everyone and indeed create employment for the citizenry at the rate the population is growing, hence the initiative to provide a platform for self-sustenance at individual level. Home economics like other practical subjects, has a duty to carry out this mandate. The challenge is to produce learners who will not wait to be employed but will be self-motivated, confident, skillful and productive so as to succeed in school and in life. Home economics has a number of opportunities that learners can get into and earn a living even without seeking to be employed. For this reason, the curriculum was revised.

Aim

The course aims at producing a Secondary School Home Economics teacher who is well grounded in pedagogical skills and displays adequate knowledge and skills in the management of a class.

Learning Outcomes

At the end of the course, you will be expected to;

1. describe the training process.
2. draw schemes of work for any kind of grade.
3. prepare lesson plans correctly in accordance with the teaching options.
4. explain the suitability of the formats given above defending them with Principles.
5. teach their peers effectively.
6. explain teaching strategies that will allow interaction among learners.
7. evaluate their own teaching.
8. assess and keep records for school based assessment.
9. explain the curriculum changes at all levels in the school curriculum framework of 2013.
10. manage project work for pupils and enter results.
11. conduct and Manage practical exam process.
12. set quality questions for school based assessments.

Summary

Achievement of vision 2030 depends on how well teachers understand and implement the revised curriculum. It also depends on how well they themselves understand and practice the skills emphasized by the subject in question. One key area is time allocation and pupil engagement in the activities to enable them acquire the skills. It is hoped that that the strategies outlined in this module will be helpful in the achievement of vision 2030 by making sure the pupils become knowledgeable and capable of putting into practice what they learn.

Study Skills

As an adult learner, your approach to learning will be different to that of your school days: you will choose when you want to study, you will have professional and/or personal motivation for doing so and you will most likely be fitting your study activities around other professional or domestic responsibilities.

Essentially you will be taking control of your learning environment. As a consequence, you will need to consider performance issues related to time management, goal setting, stress management, etc. Perhaps you will also need to acquaint yourself with areas such as essay planning, searching for information, writing, coping with examinations and using the internet as a learning resource.

Your most significant considerations will be time and space i.e. the time you dedicate to your learning and the environment in which you engage in that learning.

It is recommended that you take time now —before starting your self-study— to familiarise yourself with these issues. There are a number of excellent resources on the web. A few suggested links are:

<http://www.how-to-study.com/> the “How to study” website is dedicated to study skills resources. You will find links to study preparation (a list of nine essentials for a good study place), taking notes, strategies for reading text books, using reference sources, test anxiety. <http://www.ucc.vt.edu/stdysk/stdyhlp.html> This is the website of the Virginia Tech, Division of Student Affairs. You will find links to time scheduling (including a “where does time go?” link), a study skill checklist, basic concentration techniques, control of the study environment, note taking, how to read essays for analysis, memory skills (“remembering”).

Time Frame

You are expected to spend at least 18 hours of study time on this module. In addition, there shall be arranged contact sessions with lecturers from the University during residential possibly in April, August and December. You are requested to spend your time judiciously so that you reap maximum benefit from the course.

Need Help?

In case you have difficulties during the duration of the course, please get in touch with your lecturer for routine enquiries during working days (Monday-Friday) from 09:00 to 16:00 hours on Cell: 0977617669, J.K. Kalirani tutor CHAU.. You can also see your lecturer at the office during working hours as stated above.

Required Resources

You are free to utilise the services of the University Library which opens from 07:00 hours to 20:00 hours every working day.

It will be important for you to carry your student identity card for you to access the library and let alone borrow books.

Assessment

Continuous Assessment	50%
1 assignment	20%
1 practical	20%
1 test	10%
Examination	50%
Total	100%

UNIT I

The Teaching Career

Introduction

Successful teaching emanates from careful planning and preparation. The teacher needs to know the subject matter and this can be achieved by referring to the syllabus for that subject and suitable textbooks.

Do you think good teachers are born? Discuss this with your colleagues.

Methodology

Methods can mean a way in which anything is done or a form of procedure. A good teacher should be able to display a procedure in an orderly way. Teaching is a profession in which someone instructs the young or the ignorant. To teach therefore is to lay facts with an aim of transferring knowledge or a skill through a systematic way of doing it.

Learning outcomes

By the end of this unit you should be able to;

- describe a teaching plan.
- describe the purpose of a scheme of work.
- describe the basics of effective teaching.
- write helpful evaluation comments for each teaching process.
- describe the principles of class management.

Scheme of work

A scheme of work is a written document that breaks down the given topics in a syllabus into narrower, teachable units. This plan can be made to last a term or a month or a number of weeks. Work to be covered is systematically laid down.

Can you think of what can be considered in this systematic selection of topics?

Well, you might have thought about the following: - simple to complex, known to unknown, familiar to unfamiliar work. For Home Economics you will need to consider the time of the year as it is cheaper to carry out certain practical activities when the required materials are plentiful and in season such as mushrooms, pumpkin leaves or groundnuts. It may be practically impossible to carry out certain lessons during certain seasons.

Arrange topics in the order in which they are going to be taught. Also estimate the time to be spent on each topic. The number of topics to be covered will be determined by the number of periods you will have per week. By establishment you are supposed to have 10 to 12 periods for Home Economics per week for grade 8 and 9 as well as for grades ten to twelve.

For grade 8 and 9, it is advisable to use 4 of the 12 periods for needlework every week and the 8 periods for the other 3 components, thus Home Management and Nutrition and Health Education, 4 in a roll or doubles, respectively.

A syllabus also contains objectives for teaching each topic; this should help the teacher to know the depth of the lesson. This information is very useful so that the teacher does not ask pupils to do things that are beyond their level. It is important that a student teacher studies this content so that she or he becomes familiar with the work to be covered in each subject.

Many teachers have failed to complete the grade 9 syllabus but if you plan well, it is possible to complete it. All you need to do is to practice making an integrated scheme for the 3 components and a separate one for needlework so that both go side by side from term one of grade 8.

On the scheme of work indicate objectives. These give the lesson its value, skills, knowledge or attitudes you want the children to acquire. The reference column shows the sources of information you will need in preparing the lesson and to be used during the lesson indicate the author, title and page number. Note that specific activities should be stated so that you keep track of what has been done or to be done.

UNIT 2

Tools for the job

Introduction

In this unit, you will be exposed to support materials or ‘tools’ every teacher needs to know and have.

These include the following:

Curriculum framework

This is a written document which describes the what, the how and the who of education so as to produce a pupil who will respond to the needs of the nation. In other words, it is the course of study for a particular program.

In Zambia this document is written by subject specialist in response to the needs of the nation. Let me also state here that in Zambia our curriculum was revised recently and it is a national document. The curriculum determines the kind of students the country will produce after going through school.

Due to the many socio-economic changes, the education sector has been given the challenge to help in taking Zambia to the vision 2030 which requires that Zambia becomes a middle income country. In response to this, the school curriculum had to be revised. The focus is to produce learners who will not just look for white collar jobs but those that will become self-employed as well as create employment for others.

When studied closely the 2013 curriculum framework responds to educating our future 1996 education policy document. This revision runs through from early childhood education through to tertiary education. It was important to revise the teacher training curriculum after this change at school level. The new curriculum emphasizes so much on practical skills as a result more time has been dedicated to practical subjects.

Curriculum development center uses this policy guideline to come up with subject syllabuses which every teacher should use to prepare schemes of work later on lesson plans.

Syllabus

A syllabus is equally a written document and is written by curriculum development subject specialists for use in schools by teachers. It contains objectives for teaching each topic; this should help the teacher to know the depth of the lesson. This information is very useful so that the teacher does not ask pupils

to do things that are beyond their level. It is important that a student teacher studies this content so that she or he becomes familiar with the work to be covered in each subject or topic area.

Scheme of work

A scheme of work is a written document that breaks down the given topics in a syllabus into narrower, teachable units. This plan can be made to last a term or a month or a number of weeks. Work to be covered should be laid down systematically.

Can you think of what can be considered in this systematic selection of topics?

Well, you might have thought about the following: - simple to complex, known to unknown, familiar to unfamiliar work. For Home Economics you will need to consider the time of the year as it is cheaper to carry out certain practical activities when the required materials are plentiful and in season such as mushrooms, pumpkin leaves or groundnuts. It may be practically impossible to carry out certain lessons during certain seasons.

Arrange topics in the order in which they are going to be taught. Also estimate the time to be spent on each topic. The number of topics to be covered will be determined by the number of periods you will have per week. Check with the revised curriculum and teachers guide on the suggested number of periods per week.

Here is a sample scheme of work showing integration of components.

Scheme of work

Subject -----

Grade -----

Year -----

Term-----

Grade Teacher: -----

Week ending	Topic	competencies	Specific activities	Knowledge/ skills/values	references

Lesson plan

A lesson plan is a written account of the preparations for a lesson (Wario SN. (1989). It is a guide to your teaching. A good lesson is never read-referring to it but not reading like a bible. Note that a lesson plan is drawn from the scheme of work.

Note that a lesson plan is designed with a particular group in mind; therefore, no two groups can be taught using the same lesson plan even if they are the same grade level. Same content but the how part may change as the two classes may not have the same learning abilities.

I hope you have now seen why teaching is a hard job. But with good planning, it is an interesting career.

Basic features of a lesson plan. This may not be strange to you. A lesson plan should include the following:

- Bio data (general information) Such as Topic, subject, date and so forth.
- Objectives or learning outcomes
- Introduction
- Development
- Class activity also known as application or indeed exercise
- Conclusion
- Evaluation

Each of these will be explained briefly to help you understand and apply effectively.

Records of work

After the lesson, you will be required to fill in a records form if the school has one particular format, or you can write one. This is where you will be expected to comment on the difficulties and successes in the lesson. A little detail will be helpful. However, if a lesson is not taught, this tool will be key in saving your reputation as a teacher as it will provide an explanation for not teaching. Your supervisor should know why you did not teach a particular lesson as he/she may be the reason. Write the truth so that solutions may be discussed.

It may take the following format: -

Records of Work

Subject-----

Grade -----

Term-----

WEEK BEGINNING	TOPIC	WORK COVERED	COMENTS ON PUPILS DIFFICULTIES AND SUCSESSES
02/05/18 To 06/05/18	Hygiene - hands	- Definition - Care of hands - Nails	The lesson went well as enough teaching aids were prepared by the teacher both natural and artificial nails were discussed The only challenge was application as school rules do not allow. Children were able to draw very neat diagrams after seeing real objects
09/05/18	Hygiene - teeth	Lesson not taught	The lesson was not taught as planned as there was an urgent meeting called by the Head teacher following the outbreak of cholera and consequent closure of the school by the ministry of health

Any supervisor who finds you teaching this topic in week 6 for example, will not ask you why as the records explain it all.

Lesson Preparation

Successful teaching emanates from careful planning and preparation. Good lessons are as a result of good preparation no good lesson can be achieved without any preparation. The teacher needs to know the subject matter and this can be achieved by referring to the syllabus for that subject and suitable

textbooks. Every trained teacher should be able to teach any level. All you need to know is **who** is to be taught, **what** is to be taught then, you sit down and look at the **how** part.

Lesson preparation involves looking for content, deciding on the techniques, which may to some extent dictate the materials needed. Think about how you will start the lesson, how many groups you may have during development, application and teaching aids. If you intend to bring items for teaching to your class from elsewhere, make arrangements in advance.

In home economics, there are times you may have to bring a baby to class for a possible demonstration, arrange and begin to familiarize yourself with the baby so you are not a stranger by the time your lesson comes. Similar, points outside the classroom to be visited require a lot of preparation. More details on study tours will be given later. When all this is done, then, you can put a pen to paper to write the lesson plan.

Lesson Structure

Basic features of a lesson plan

This may not be strange to you.

A lesson plan should include the following: bio data (general information) such as topic, date, subject, time, duration, number of pupils, number of periods, etc.

Teaching and learning aids should be listed

Reference books

Learning outcomes

Rationale

Introduction

Development

Pupils activity

Conclusion and finally

Evaluation

However, other additional features may include rational and homework depending on the school policy

Let us now discuss the learning outcomes

Learning outcomes

A learning outcome is an observable and measurable result of completing a learning experience. Objectives on the other hand are teachers purpose for teaching the lesson.

What the learner will gain from a lesson in terms of knowledge and skills are learning outcomes. In other words, learning outcomes are result based and the result should benefit the learner or impact the learner in some way.

For each lesson you are expected to have at least a minimum of 3 learning outcomes to cover cognitive, affective and psychomotor domains. (knowledge, values and skills)

Anything to define, describe, mention, discuss, list are all cognitive activities. To state an outcome that will cover attitudes or values, you consider issues to do with change of practice, change of behavior or indeed attitudes.

Psychomotor has to do with skills. Hands on activities. What the pupils will do with their hands.

Rationale

Justification for teaching a lesson should be clear. Pupils will be committed to the lesson if the value or benefit is known. Why are they learning what you are teaching? Of what benefit is it to them in their lives, real world? Link to real life situations and application. A statement of significance in the lives of the learners. A rationale should cover 5 key elements either in one statement or segmented. These include the following:

- position of lesson in the series of lessons on that topic, knowledge, skills, values, teaching strategies to be used. Most importantly, the benefit should be very clear.

Introduction (Sometimes referred to as mind capture)

You must aim at making the beginning of the lesson interesting or else pupils will not move along with you. Some may physically be present but their mind diverted to other things that might seemingly be more interesting to them.

Your aim should be to set pupils thinking in the direction of the lesson. If you start your lesson very well, you are likely to move along with the children up to the end.

Try the following options:

- Ask questions - state 2-3 questions on your plan. These can be revision questions if the 2 topics are related or leading questions if topic has no link to previous one.
- Create a situation by either telling an interesting story, educative or even a made up story just to set their minds into some suspense creation of a situation can also be done though reading

out a short story from a magazine, book or newspaper. Pupils can also be led into a discussion from a short sketch organized to create anxiety.

- Picture reading or even singing a song that has a related meaning to the topic of the day.

However, you should be careful in selecting the method to use because it may not be motivating for some children depending on the age. Also try to vary the introduction from time to time to avoid monotony with one approach.

- You can also display an interesting learning aid so that it is discussed as long as it can be linked to the lesson of the day.

Did you find these suggestions interesting? How effective were they if you tried them all? Now do the following activity.

Activity

- Given that you are going to teach a lesson on care of the home, suggest in writing 3 different ways of introducing this topic.
- With the help of a colleague, try to practice each of these introductions remember only to use 3-5 minutes each time.

Note that the topic is only written on the board after introduction.

Did you find the activity helpful? How about using questions was it easy to solicit for answers from children or you answered your own questions. Ask your colleague which of these was really interesting?

Development

This is the main part of the lesson. Remember to carefully link introduction to development. Here, you should state the teaching points with the help of textbooks as suggested on the scheme of work. Once you have the content, you can then decide on how you want to put the information across. It must be clear what role you will play and what you expect children to do. Methods of teaching will be discussed at a later stage to help you understand this.

In a group discussion for example - pupils will be assigned tasks to discuss, but what role will you play?

Within this development as stated earlier, the teacher will have his or her own role, but try not to dominate these activities, let most of them be done by the pupils.

Remember the Chinese saying.

"What we hear, we forget" "What we see, we remember" "What we do, we understand"

A number of methods will be discussed later; it will be up to you to choose suitable ones so that pupil involvement is increased.

You will also be expected to state in your teaching points' column any procedures for your demonstrations in point form or diagrams and not to memorize processes.

Remember to demarcate teaching points to show steps - this will be determined by methods of teaching. The end of a particular teaching approach suggests an end to a step and the beginning of the next step.

Class activity

This can be a follow up practical activity followed by a written exercise or simply a written or oral exercise followed by practical work. Ideally, time may dictate what kind of activity or indeed availability of resources. The teacher should decide how this will be done during planning and allocate time for it. As pupils work, it is expected that as a teacher, you will go round to see how pupils are working, correcting them where necessary. Marking can also be done as they work so that you can check the attainment of learning outcomes.

Activity cards can be written in advance so that during this stage little time is wasted. If children are going to work in groups, indicate clearly in the plan what each group will do and who will belong to which group. Avoid assigning activities, that might show favoritism, allow pupils to pick by lot/draw by raffle. However, the nature of task might sometimes dictate that you assign the activity is based on

the ability of the pupils.

Some activities can be marked by the children themselves during conclusion where you display the work done with your help.

Conclusion

This is a summary of the lesson. It can be done through asking revision questions or going through the exercise if one was done under pupils' activity. To have a variety, pupils can volunteer to state what they have learnt.

On other occasions, work done during pupils' activity can be displayed and discussed where a pupil from a group explains how they came up with the product. This marks the end of a lesson.

However, make sure 5 minutes or so is spared for every practical lesson for cleaning up. This is not a conclusion it is part of the routine work at the end of all practical sessions.

Evaluation

After teaching, sit down and reflect on your presentation. It is important to evaluate yourself. Be honest with yourself as this will help you improve on areas where you are weak. Was your performance weak or effective? State what could have led to the effectiveness of the lesson or what you think was not well done so that next time it can be avoided. This is self-evaluation. However, a colleague can help evaluate you from time to time to help you with mannerisms you may not see in your teaching, such as talking to the board, using a particular word too often and so forth. Apply their suggestions and invite a return visit

Learners can also be asked to write comments on a lesson without names to help you get a true picture of your performance once in a while.

Assessment and evaluation of pupils' achievement provide teachers with an opportunity to think critically about their methods of instruction and the overall effectiveness of their teaching.

Activity

Now, plan a lesson and ask a colleague to sit in your class and evaluate your teaching. Equally ask pupils to write their comments on the lesson without indicating their names. Do not tell your friend this intention. What is normal is that you will sit down with your friend after the lesson to discuss the observations. In your own time read through pupils' comments and see how they can help you improve

Summary

Teaching is an interesting activity if you prepare adequately. Without preparation, you are likely to be ineffective and probably bore the pupils through and through. In this unit you have learnt how to integrate topics in the scheme work and later the lesson plan, this will help you cover as much content as possible in order to effectively use time. Where you have a practical activity, make sure they do the application or practice in class under your supervision.

UNIT 3

In this unit, we shall study teaching approaches.

Learning outcomes

At the end of this unit, you should be able to;

- discuss different methods for delivering content.
- justify the choice of a particular method based on a number of reasons
- differentiate between pupil centered approaches from teacher centered ones.
- exhibit effective use of selected strategies

Teaching and Delivery Strategies

A method is what a teacher does to teach the learners. Additionally, a method is a strategy the teacher employs to assist the learners to acquire the skills and the knowledge of a particular subject. Strategies are structures, methods, techniques, systems, procedures and processes that an educator uses during instruction. Methods aim at delivering something to learners by the teacher. They encourage democratic education rather than auctorial type of education. That is, it allows learners to fully participate in a learning process. For instance, methods such as debate, group work and question and answer, encourage democratic education. However, there are some methods and strategies when you use them they will strengthen your relationship with the learners. This is because learning can only take place where there is a friendly and conducive atmosphere. If you as a conveyor of knowledge use an appropriate method during the lesson, it will help the learners to be stress free, pro-active and be able to identify their future careers. All the same, methods and strategies are there to get rid of a traditional notion where a teacher was considered as a “Master of the Art” or a “Custodian of all the knowledge.” Kochhar, (2015:343), states that, “The best of the curriculum and the most perfect syllabus remain dead unless quickened into life by the right methods of teaching”. The teaching and learning methods are influenced by the objectives made in a particular topic. Consequently, during the lesson you can use more than one method in order to avoid a monotonous way of teaching as well as to kill the boredom in the learners.

There are two categories of teaching methods which you can engage in as you teach. These are Teacher-Centered and Learner-Centered Methods (Muzumara, 2011). Teacher-Centered approach is where a teacher does the teaching without involving the learners. It is also called **lecture method**, **traditional method** or **‘Talk and Chalk’ method**. (Macharia and Wario, 1989). The teacher centered

mostly uses lecture method, teacher demonstrations and the expository method. The Learner-Centered method is where the teacher engages the learner during the learning process and methods like role play, debate and group discussion characterize this method.

Table 1. The features of the teacher-centered method and learner- centered method

TEACHER-CENTRED METHOD (TRADITIONAL METHOD)	LEARNER-CENTRED METHOD
The teacher conducts the lesson with less involvement of the learners	The learners are more active than the teacher
The teacher is more active than the learners.	The teacher engages the learners during the teaching and learning process.
The learners listen and learn passively as the educator pour knowledge into them.	Learners learn mostly by doing as a result they are kept busy.
The learning and teaching aids are not often used during the lessons.	The teacher's is to guide, facilitate and help in the course of learning.
The desks/tables are arranged in straight rows or formal way.	The atmosphere in the classroom is relaxed and friendly
The learner's role is to listen, ask and answer questions as well as copying notes and writing class activities.	There are many teaching and learning aids for the learners to use
The teacher hardly uses group.	There is freedom of movement among the learners in the classroom/outside if the lesson is being conducted outside the classroom
The teachers is regarded as a sole owner of knowledge	The learners usually do their activities in groups.
The teacher is mostly dependant on the text book.	The teacher establishes a library corner and a nature corner

Teaching methods

A good teacher will vary his or her methods. No matter how good a method is, it can become boring if not varied. As shown above, in a **pupil-centered lesson**: - pupils are more active than the teacher, the teacher is a guide or helper, the classroom atmosphere is relaxed pupils are busy working, pupils work is displayed, pupils work in groups or individually.

In a **teacher-centered method** on the other hand: - Teacher is more active than the pupils, Pupils listen passively, Main activity for pupils is to listen or copying notes, No group work.

It is important to make your lessons pupil-centered. To do this, you will need to use activity based methods; where children will be actively involved. Pupils learn by doing. There is a blend between teacher-centeredness and child-centeredness but the child-centeredness should outweigh the teacher-centered approaches. Home Economics is a practical subject therefore children should learn by doing in order to understand. However, know that when choosing a method, a lot of factors are at play such as time, availability of resources and pupils ability, to state a few.

Demonstration

Demonstration is a technique widely used in Home Economics. However, the teacher should not dominate. Practice before the lesson to define the presentation as results should be 90-99% correct.

(a) Method demonstration

Involves the materials used in the job being taught, how they are used, and how it is done at each stage. An explanation is given at each stage. Measure correctly, do not improvise and explain other steps as a result of improvising.

(b) Results demonstration

Result demonstration is intended to show by example the results of a particular process or evidence that can be seen, heard or felt.

- Demonstration is used to teach pupils how to perform an act, use a new procedure or product.
- It is used to promote confidence that a procedure is possible for the learner to Understand.
- To teach manipulative and operative skills.
- Makes us practice using a technique or device and appreciate it

- Transforms theory to practice.
- Convince pupils that a new product or procedure is good enough and is practical.

Advantages

1. Improved level of understanding as it clarifies a procedure better than oral
2. Learners are more likely to believe what they see than what they hear.
3. Attracts and holds attention.
4. The pace of working is flexible and can repeat procedures where necessary
5. Permits the teaching of theory along with practice.

Limitations

- It is expensive.
- It can be teacher-centered if not well planned
- It requires maximum supervision.
- It requires detailed planning or preparation for it to be successful.
- Room and equipment must be appropriate for a successful; demonstration. Where teacher is not well skilled, the demonstrator can be disappointing. It requires a small number of pupils.

Points to remember when using this method:

- Observers must stand/sit where they can best view the demonstration.
- Show each step slowly and carefully.
- Allow learners to ask questions during the demonstration.
- Do not proceed to the next before all questions are answered.
- Let learners assist in the demonstration.
- At the end summarize the main points. (ask learners to state the procedure as evaluation)

Discussion/Debate

To examine together an issue by means of arguing or simply talking for or against

Advantages

- Wider variety of contributions or views.
- Can actually tell what the problem is.
- Motivates learners.

- Shy ones participate
- More pupils participate
- Simplifies the teaching process

Disadvantages

- A child is exposed to a variety of issues which may distort the correct information.
- Progress may be destructed by extreme controversial views.
- Those who are vocal may monopolize the discussion unless controlled.
- Moderator should be widely knowledgeable.
- As a teacher be a careful listener and be neutral.
- Prepare adequately.

Project Method

This method is quiet useful in needlework. Processes learnt may be applied on to an item.

Find out more from your permanent teacher and other colleagues in the field.

Here is something that can be helpful:

Decide the appropriate day of undertaking the project.
The project should have an educational value
Discuss the project with the class so that the learners can be motivated to take up the Challenge
Give necessary instructions to the learners
Give the materials needed to the learners
Guide and help learners to avoid obvious mistakes
Evaluate the work done by the groups by discussing the data collected and make summary of the findings.
Mark , grade and give feedback to learners quickly
The findings should be put in a booklet
Make groups with mixed-abilities

Activity

Plan a lesson on the topic deficiency diseases where you intend to use discovery method of teaching. Explain your intentions and suggestions to a colleague at your school.

Was this activity helpful? At a later stage you will be asked to plan a detailed lesson plan.

Experimentation and Practical

- Need enough materials as you would waste some during some experiments e.g. on raising agents.
- Yeast cookery - (conditions affecting the growth of yeast or its destruction).
- Flour mixtures.
- Weighing and measuring.
- Egg cookery.
- Tasting the freshness of an egg.

Advantages

- When you experiment pupils make discoveries and develop more understanding
- may not easily forget.
- Pupils participate in their own learning process.
- Create curiosity in pupils.
- Improve their manipulative skills.

Disadvantages

- Wasteful and expensive.
- Children may not see the educational part, may only see the wasting aspect.
- Some risks - children may not all be careful.
- Can be demoralizing if results do not come out as expected.
- Can also distort understanding.
- Time consuming.
- Lack of equipment may be a hindrance to good results.
- Not inclusive for the visually impaired.
- Cost of materials and time is higher.

Questions and Answer

- Teacher asks questions then learners answer or vice-versa.
- Can be used to motivate pupils in the learning process; to participate actively. Helps to control the class.
- Helps to draw attention and to keep pupils alert. Makes pupils to think critically.
- Improves Public Speaking Skills - confidence is developed.
- Can be used to revise what has been taught.

Limitations

- Pupils who are backward do not participate actively.
- Limit pupils' thinking.
- If not well planned can be teacher-centered that pupils become withdrawn.

Field Trips/Study Tours

Field trips and study tours involve planned visits to points outside the classroom.

- To observe a situation.
- To observe action or practices.
- To bring a group in contact with the people under discussion.
- To view objects that cannot be brought into class.

Advantages

- Learning is made easier as procedures may be observed and experienced.
- Also makes possible the understanding of ideas that are difficult to transfer from teacher to pupil.
- Pupils will also be able to relate theory to practice.
- Can also help pupils build up their careers.
- Tours are expensive and if it requires payments, some pupils may not travel.
- Risky in case of an accident.

Role play / Drama

According to Morgan, Role play is the acting out of a situation spontaneously by selected members of a group to a human problem which is common to members of the group.

No script is used; actors use own words provided the scenario is explained clearly. A role play may last for up to 10 minutes. Discussion should normally follow this acting scene. Drama on the other hand is similar, the only difference is scripts are written and actors memorize the sentences which they later act out.

Advantages

- More active participation by learners.
- Can bring before the learner different solutions to a problem.
- Can help clarify a problem.
- Some human behaviors are exposed.
- Pupil to pupil relationship can improve.
- Teacher can identify talents in children.

Disadvantages

- time consuming
- shy ones may never participate.
- Some pupils may be labeled for good (mocked)
- May be monotonous if same pupils are used.
- If not well planned, learners may distort the teaching point.

Procedure:

- define the problem to establish a situation
- cast characters
- brief participants
- act out the roles
- cut out the play
- discuss and analyze the action

N.B.

- Remember not to assign roles.
- Do not ask learners to do things that are not at their level.

Effective questioning

Do you remember the methods of teaching discussed, Question and Answer was one of them. Many teachers have failed to use this method effectively. This is because all questions asked by the teacher may end up being answered by the teacher himself / herself.

The following discussion should help you to avoid such a situation.

Common mistakes made: -

- Asking vague or ambiguous questions - make sure your questions are clear.
- Asking long and complex questions
- rhetorical questions

These are questions such as "Zambia is the capital city of Lusaka" isn't it? Such questions may serve no purpose.

- Postscript questions e.g. it is 20km to Lusaka. How far is Lusaka from here?
- Poor question development

Questions used for introduction example should be related or linked to each other.

- Insufficient time allowance

Pupils need time to think through the question, but some teachers quickly conclude that the pupils have failed to answer therefore they answer the question themselves.

Make sure you use suitable vocabulary for the level of your children. Bear in mind that there is also a language for each subject. Use new words with care. Express yourself clearly. Effective speaking is a powerful tool in getting things done. Practice will help you to improve in order to succeed.

Encourage pupils to answer your questions by: -

- Using their names.
- Praising the good answers
- Building up on half answers
- Not rejecting wrong answers
- Probing the child further to draw out additional information.

Here are some more tips: -

- ask in a friendly manner
- call on pupils by name to answer
- ask question, pause, then call on a pupil
- pick children to answer at random rather than following a roll
- Avoid excessive criticism such as rubbish, foolish answer.
- Encourage pupils to ask questions too. Once in a while give them small papers and ask them to write their questions without names, you will see how many did not understand some a part of the lesson to which they kept quiet when you asked them after teaching if it was clear

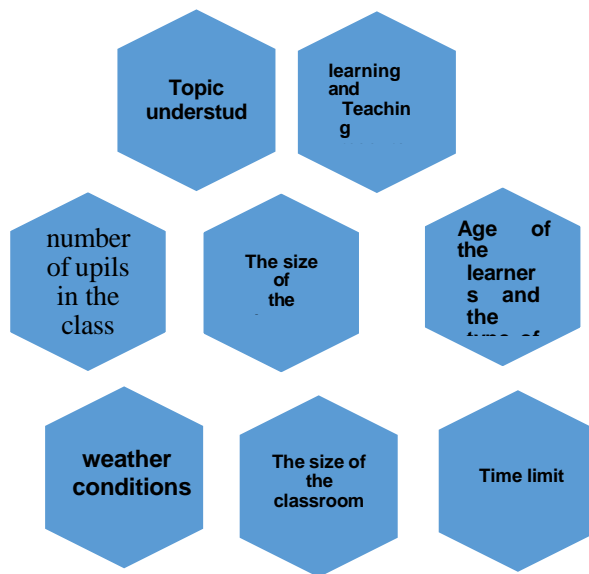
Activity

Choose a lesson in which questioning is dominant and ask a colleague to observe you. Your colleague should check if some of the mistakes discussed came up.

Hope you found the activity helpful.

Factors that determine teaching methods and strategies

The illustration below is a summary of factors



Summary

No matter how good a method may be, always have a variety. No two different classes may use the same approaches. While you may have a successful class with the learners in one class using certain approaches, it may not be the same in another class. Pupils differ in many ways. It is your duty as a teacher to select methods that will work for various abilities.

UNIT 4

THE USE OF TEACHING AIDS

Introduction

The unit aims at introducing you to the teaching aids which are used in the teaching of Home Economics. As a teacher you must realise that you cannot deliver an effective and successful lesson

without using appropriate teaching aids. Teaching aids act as a helping hand in the teaching and learning process. The unit will further discuss the concept of teaching and learning aids, the types of teaching and learning aids suitable in teaching Home Economics and the sources. However, as you interact with this module I encourage you to seriously study the content and use it to effectively teach Home Economics.

Learning outcomes:

As you work and read through this unit you are expected to;

- explain the concept of learning and the teaching Aids.
- discuss the types of teaching and learning aids in Home Economics.
- discuss the sources of teaching aids.
- explain the characteristics of good teaching and learning Aids.

The Concept of Teaching and Learning Aids

Teaching and learning aids are devices which present units of knowledge through auditory or visual stimuli or both with a view to help learning. Teaching aids are physical resources which are meant to help a teacher to effectively conduct the learning and teaching process. They concretise the knowledge to be presented and thus helping in making a learning experience appear as real, living and vital. They supplement the work of the teacher through the use of more than one sensory channel.

The learning and teaching aids reinforce the teaching in many ways as follows:

- Help pupils to experience new knowledge directly.
- Supplement the Spoken Word.
- Make teaching real, vivid, vital, interesting
- Help to clarify, establish and interpret the concepts and the knowledge being taught to the learners.
- Helping the teacher in developing his subject- matter
- Supplement the material of the textbook.
- Help making learning permanent.
- They enrich the imagination of learners.

Teaching aids:

Are Potential starters and motivators
give a variety to classroom techniques
provide the learner with opportunities to handle and manipulate
Supply the context for sound and skillful generalization of knowledge and ideas
educate the learners for life in this contemporary global world
promote international understanding of things

The Types of Teaching and Learning Aids

The learning and teaching in the education system are categorised in the three types. These are visual aids, Audio aids and Audio-Visual aids. However, as a teacher, it is important to have full knowledge of these devices in order to make your transfer of knowledge and skills to be effective and meaningful. Here the three types of teaching and learning aids;

Types of Visual Aids

Visual aids are devices which are sight oriented. The learners use their eyes to acquire the knowledge and skills. These are in form of graphs, pictures, objects flipcharts and textbook. The preceding discussions brings to you the detailed explanations of the Visual aids.

Chalk-Board

The chalk-board is one of the most valuable aids for making instruction concrete and understandable. When it is used properly, it can set standards in neatness, accuracy and speed. An illustration drawn on the chalk-board during a lesson can restore the attention of the class. Most vague statements can be made clear by using the chalk-board for sketches, outlines, diagrams, directions and summaries. The chalk-board used as the occasion demands, throughout the lesson, enables children to see what they have heard. They can connect the aural and the visual sensations. This connection to a great extent helps in learning.

The effective use of the chalk-board as a visual aid:

- Keep the chalk-board clean. A clean board eliminates needless distractions and makes writing on it easily read from all parts of the classroom.
- Write straight rows starting at the left corner.
- Make your letters and drawings large enough to be seen from all parts of the classroom. Cramping your letters or diagrams cramps teaching.
- Do not cover up the material on the chalk-board by standing in front of it. Use a pointer.
- Talk facing the class. Talking to the students with your back to the class will make you lose your audience.
- Plan ahead what you will write on the chalk-board or draw a map beforehand or by constant reference to a book, as these may give the impression that map drawing is a difficult task. Be creative.
- Saving a diagram on the board is bad manners
- Get together everything you need for the chalk-board before the class begins – chalk, rulers, T-square, compass, protractor or any other device which may help you draw. Use colored chalk for clarity, emphasis and contrast.
- Make sure that the chalk-board is not high above the eye-level of the children. The lower level should be skipped over. Make sure that it is well lighted by natural or artificial means.
- Occasionally, a dramatic visual presentation can be made by preparing the entire chalk-board in advance and covering it up with strips of paper which will be removed one by one as the demonstration proceeds.
- Put complex matter on the chalk-board before the class meets. Do not waste time by drawing figures after the opening bell.
- Give a good shape to what you write. Shabbily phrased outlines or topics handicap both learner and teacher. Chalk-board exposition should be organised in simple, manageable, easily worded units.
- Use your pupils as assistants. Pupils will enjoy making some of the drawings and outlines; they will learn from doing. The common concentration of teachers and pupils can turn the writing board quietly and potent unifying force.

Type of Information that should go on the Chalk-board:

- A key date, a key personality, a key event, very large figures, to refer to during a period.
- Timelines or parts of a timeline on a period or a country.
- Diagrams of various kinds drawn by the teacher or the pupils.
- Summaries of class-work sometimes compiled as the discussion develops, sometimes written after the discussion.
- Materials from which pupils make choices.
- Questions for a unit of work

Models

A model may be defined as a replica of an object as it is or in a reduced or in an enlarged form. Models are designed for demonstration of a concept or a process. When you use models in teaching learners will be helped in visualising the reality of things in real life of people such as buildings and sculptures. Sometimes, models may be the shortest and easiest way of presenting certain concepts to pupils.

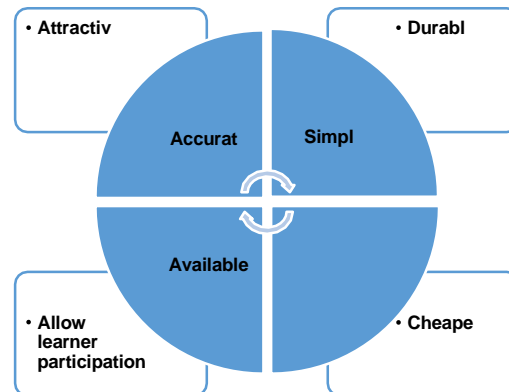
Types of Models

A variety of models can be used for illustration:

- Models of personalities who have made their contributions in specific fields – religious, political, social, economic and cultural. Such models help pupils to identify themselves with personalities
- Models of human dwellings, utensils, ornaments, costumes, in different ages are very useful
- Cleaning or human features such as a skin, heart, reproductive organs

Schools should purchase models, whenever necessary but it is advantageous for you to prepare most of these models through the joint effort of the learners. Some of the materials you can use in model preparation are cardboard, Paper-Mache, clay, wood, bamboo, plaster, metals, plastics, cloth and strings. Imagination and availability of substances usually determine the use of materials.

Figure 8. Qualities of a Good Model



Principles of using a model

Models can be used for generating pupil's interest and for challenging thought only if they are properly used. The use of models can be made more effective if some of the following principles are observed:

- (a) Models should be used in an interesting manner.
- (b) Everyone in the class must be able to see the model easily, and preferably, the entire class should see it at the same time. Closer examination or individual study may follow.
- (c) Models should be used in conjunction with other learning materials such as texts, and films
- (d) Learners should be encouraged to examine the models by asking questions and making generations.
- (e) Unrelated objects, specimens, or models should be out of sight so that they do not divide the attention of pupils. After the model has been used, it should be put away for future use.
- (f) Learners should be encouraged to produce models to illustrate many of the objects, concepts and ideas.

Charts

Charts may be defined as combinations of graphic and pictorial media designed for the orderly and logical visualizing of relationship between key facts and ideas. Can be a manila paper or flipchart paper. However, a manila is more durable.

A perforated outline of a diagram on a flipchart paper can be used quickly by dubbing with a dusty duster to quickly show the outline then you join the dots without wasting much time.

A good chart should have the following:

- Heading well centered
- Labels clear for all to see
- Boundary
- Colorful but using correct colors for objects as they exist in real life
- Straight writing not tilted or slanting

Pictures

Pictures are visual aids which depict the natural environment, human beings and manmade objects.

Children by their very nature are picture minded. This love of pictures can be capitalized to add zest, interest and vitality to the teaching.

Pictures concretise concepts – they help children to understand that education is concerned with real things, real places and real persons. They are representations of beautiful dreams of reality. Abstract generalisations are always cumbersome. Pictures will simplify the abstractions and help create and maintain interest.

Types of Pictures

- (a) Picture – post cards
- (b) Picture made on charts or pasted on charts
- (c) Textbook and reference pictures
- (d) Picture-assembly- scrape book made for bed time stories for a child who is not yet able to read

The composition of a picture-diagram requires imagination and originality in thinking. It is an interesting device for promoting learning.

Qualities of Pictures

Pictures are supposed to supplement the spoken word. It is essential that they should be purposeful, relevant, significant, truthful, authentic, up-to-date, complete, simple, simulative, suggestive of reality and interesting. They should be large enough to be easily seen and understood by the pupils sitting on the last bench. The pictures should be free from blurs, scratches or blemishes and have good captions or apt descriptions.

Using pictures effectively

Selecting a good picture and preparing it for class-work is useless unless, the picture is utilized effectively. Below are given some suggestions for effective use of pictures:

- The pupils must be led to look into the pictures. They must be guided to see activity, critically, and with personal satisfaction.
- Sufficient time must be given to comprehend a picture. The Learners must learn not only to look at pictures but to look into them, understand the details and interpret them.
- Too many pictures should not be shown in one lesson.
- Pictures should be closely related to the lesson.
- Small pictures should be used for an individual and small groups.

Audio Aids

These are aids which are sound oriented. As a teacher you may use them by making learners to listen to some information which are related to your topic of the day. This can be in form of stories, plays, news, a talk by an expert, debate, songs and discussions on national issues. The Audio aids which you can use are radios, audio tapes and phones.

Audio-Visual Aids

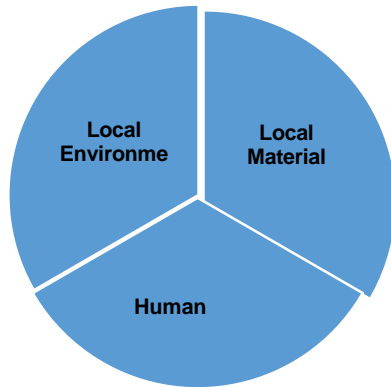
These are equipment used in teaching which are used for sense of hearing and sight. The dual plays the major role in the life of learners as they make learning easier for them. It is always believed by most educationist that, learners do not often forget what see and hear as they interact with these learning and teaching aids. The visual aids can be in form videos, Television, sound motion pictures

Summary

Audio and visual aids are a necessity in the teaching. These devices can make the learning and teaching process effective and interesting. The used of Audio and visual aids encourages learner-centered lessons which is the most recommended in *Zambian Curriculum*. Moreover, these Teaching and Learning aids will help you to inculcate in learners' values, attitudes, skills and knowledge they need in order to succeed. (Ministry of General Edducation,2013).

The Sources of Learning and Teaching Aids.

The learning and teaching resources can be gotten from the following;



In conclusion, the unit has discussed on the learning and teaching aids which you are to use during your teaching process. You must make it a point that each lesson you conduct at least use one of them. Some of these aids are readily available but some of them you need to outsource or make

UNIT 5

Classroom management

Introduction

The way the classroom you use looks reflects your personality. You should show that you are interested in the job. Orderliness and organization of a class reflects how organized you as a person is. Emphasize on a degree of cleanliness and neatness. Such a room is welcoming and encourages pupils to learn.

Tips for classroom management

Classroom management is not an isolated component of effective teaching. Effective teaching is a blend of appropriate teaching methodologies and classroom management practices that together set the environment for quality teaching- learning in the classroom and impact positively on pupil achievement

Most classroom management issues are resolved when lessons are well taught, with pace, variety and challenge and when pupils are actively engaged in learning that meets their needs and interests

Pupils' behavior improves when teachers' expectations for pupils are high and reflect the learning styles, interests and needs of the pupils they teach

Effective classroom management begins with mutual respect and interpersonal relationships. It requires commitment to pupils and pupil learning, because a positive rapport with pupils is the foundation upon which the classroom culture is built. You must promote polite and respectful pupil interactions and address inappropriate pupil behavior in a positive manner. You should promote pupils self-esteem by reinforcing positive behaviours.

Learning outcomes

At the end of this unit, you will be expected to;

- exhibit cleanliness and organization of the classroom environment
- improve classroom environment.
- manage the class.

Here are some tips to good classroom management:

- label classroom door
- always start on a clean chalkboard
- leave it clean after use for the next teacher
- insist on cleanliness
- have a daily or weekly sweeping roster
- never teach in a dirty classroom
- clean up after every practical lesson
- lead by example
- your table speaks a lot about your personality - tidy it
- check pupils' hands, nails, hair and teeth too.
- If you are meeting the class for the first time, introduce yourself to the pupils and let them know you and perhaps a bit of your background so that they feel to be in good hands.
- Ensure that pupils enter the class in an orderly manner.
- Be confident and innovative.
- Use a variety of teaching methods.
- Start by being firm with the pupils then relax later.
- Be firm but not over strict.
- Get silence before you start speaking to the class.
- Deal with the late comers diplomatically or professionally.
- Prepare lessons throughout and structure them well.
- Never be late.
- Prepare demonstration table in advance.
- Know how to use the equipment and be familiar with recipes + procedures before you use them in class.
- Be mobile - walk around the class purposely
- Start with a good introduction and sustain pupils interests and curiosity.
- Express yourself clearly.
- Give clear instructions.
- Learn voice control.

- Develop good teacher pupil relationships.
- Dress smartly but professionally.
- Use Aids to stimulate pupils.
- Write neatly.
- Develop an effective questioning technique.
- Do not ask questions whose answers you do not know.
- Time your lessons - teach within given time and finish on time.
- Choose suitable words for the Grade level.
- Ask in a friendly manner
- Know pupils' names.
- Anticipate discipline problems and act quickly.
- Do not ignore wrong doing.
- Prepare additional materials to cope with bright and slow learners.
- Look at the class when talking and learn how to scan.
- Be firm and consistent in giving punishments.
- Do not punish a pupil from a desire for vengeance or from ill feeling.
- Do not administer punishment in anger
- Avoid excessive criticism.
- Avoid confrontation.
- Insist on your standards.
- Be a guide, facilitator or helper.
- Be composed, enjoy your work.
- Participate in extracurricular activities.
- Do not be an island.

You probably liked a certain teacher because they portrayed these qualities. In addition: ~ know what you want to teach and check that the children are learning.

- Make a positive action when you discover that they are not making adequate progress.
- Be purposeful and in control of yourself.
- Be sensitive to pupils' reactions and respond by changing the role smoothly and appropriately
- Show respect for others.

- Be concerned for your pupils.
- Be cheerful.
- Work methodically.
- Relax and do not panic.
- Talk to the pupils and not to the chalkboard or yourself either.
- Use a pointer not your finger to point at an illustration.
- Do not talk when there's noise.
- Keep an eye on every pupil (Ba teacher menso ya bili) meaning put to good use the 2 eyes you have, you were given for a purpose react to what you see.
- Use facial expressions to support your spoken meaning.
- Have an occasional smile

Commitment to Pupils and Pupil Learning

You should help pupils to develop a sense of competence and self-worth when you are able to convince your pupils that you care about them as individuals and want them to learn. Demonstrate commitment to the well-being and development of all pupils. Demonstrate a positive rapport with pupils. You should dedicate your efforts to teach and support pupil learning and achievement. Establish an environment that maximizes learning. Provide an environment for learning that encourages pupils to be problem solvers, decision makers, life- long learners and contributing members of a changing society

Sample Suggestions for YOU

To demonstrate a Positive Rapport with pupils:

- speak to pupils as you would like to be spoken to
- maintain a sense of humour
- treat each pupil with dignity
- demonstrate personal interest and make connections from subject matter to real world experiences of pupils
- address pupils by name (avoid using nicknames)
- interact positively with pupils, parents, and school personnel

- Do not quarrel with pupils or colleagues in public
- Never keep a record of wrong
- pre-plan positive statements for use at appropriate times during lessons and/or work periods
- provide support for pupils with special needs and involve other teachers and assistants, where available in establishing an Environment that Maximizes Learning
- organize the physical space differently for group work and for individual work
- Keep a “professional” work space for the teacher’s use – be organized, your table must be exemplary. *“You talk it, you walk it, and you do it.”*
- have materials and resources needed for the period’s lesson well organized and placed conveniently close at hand – prepare demonstration table in advance
- make the classroom atmosphere where all pupils are encouraged
- be fair and consistent – no favoritism
- provide positive verbal and non-verbal messages to reinforce positive behaviours – mind your language and use facial expressions positively
- discuss inappropriate behaviours and consequences privately with a pupil and establish targets for improvement
- listen to understand the pupil’s point of view and rephrase the pupil’s comments to demonstrate your understanding of his or her perspective before giving your own
- move close to pupils who begin to act in an inappropriate manner and signal that their behaviour is not appropriate and conflicts with classroom expectations – do not ignore wrong doing
- pause and wait for the pupils’ attention – do not talk when there is noise
- make ample use of praise- does not over praise
- acknowledge good behaviour when you see it - verbally, with a nod or smile

Professional Practice

- be passionate about your subject and know your subject matter well
- Good mastery of the language of communication
- Good writing skills - Practice good writing
- Good chalk board organisation
- Always leave the chalk board clean – good teachers do not leave the chalk board dirty

- Do not talk while writing on the board
- Do not rub the board with hands or finger
- Use a pointer when pointing at illustrations and not your finger
- Be honest
- Smile but continue being firm
- Be punctual
- Manage your time well – do not go into other peoples time
- Be well informed – read widely
- Walk with confidence
- Uses appropriate strategies – variety, do not use same methods all the time, no matter how good a method is, it becomes boring when over used – blend with more emphasis on pupil centered or those that encourage active pupil participation
- Use technology, visual materials, and illustrations to aid pupils understanding
- Keep in mind the most appropriate grouping structure for the learning task (for example, mixed ability grouping, or grouping differentiated by instructional level, developmental stage, or topic of interest)
- Relate learning experiences to the “real” world.

Establish an agreed-upon classroom code of conduct on: -

- Discipline
- Class routines
- Time table

Teaching practice

Teaching practice can improve when:

- school staff is committed to pupils learning and achievement
- teachers recognize that there is a gap between their current practices and successful practices
- teachers acknowledge that they need help
- teachers know that there are strategies and techniques they can learn and practice in their classrooms

Roles and Responsibilities

Lecturers should: -

- provide the teacher with specific and concrete feedback at the Post observation
- address potential areas for growth in instances where the teacher's performance has been rated "satisfactory", "good" or "exemplary" in the Summative Report through discussions with the teacher about his or her performance
- ensure that, in instances where the teacher's performance has been rated as "unsatisfactory" in the Summative Report:
 - the Improvement Plan contains recommendations that are concrete, practical, measurable and observable actions the teacher can implement to improve his or her classroom management
 - ensures that recommendations made in the Improvement Plan are described in manageable "chunks" rather than expressed in wide-reaching global statements
 - outlines a detailed plan for support and assistance that includes people such as teachers, department heads and consultative staff who will act as mentors and coaches
 - considers input from the teacher regarding strategies and assistance
 - makes certain the teacher knows what needs to be improved, and is given time and assistance to make the necessary improvements
 - arranges time to meet with the teacher to discuss his or her progress, to reflect on successes and to identify any additional required supports
 - uses the teacher's Improvement Plan as a major focus when planning the next appraisal with the teacher, in the context of the mandatory competencies

The teacher should:

- actively participate in his or her professional growth by implementing the recommendations made in the Improvement Plan
- articulate the assistance and support he or she requires to improve teaching practice as it relates to the issue of classroom management
- commit to working with others who are willing to act as mentors as a result of a request from the lecturer
- asks for help when it is needed
- realize that he or she is an active learner in this process

The mentor teacher / permanent teacher should: -

- act as mentor for the teacher who has received an unsatisfactory performance rating or who seeks to improve his or her classroom management strategies
- provide direct assistance and practical support for the teacher in the classroom
- identify suitable resources for the teacher and Check lesson plans before the student can use them in class and approve
- A mentor can help with lesson planning, lesson delivery, classroom organization, routines and discipline – all of which are elements of classroom management.

Activity

Given an opportunity to advice a student teacher going on school experience, what would you say about the best position for the lecturers' chair in the classroom during monitoring?

Summary

School experience is a continuation of the training process. Every student should use the opportunity to learn from those they find in the field regardless of their qualification. Participate in extracurricular activities as well so that you can get the best out of school experience. Every school is unique, do not expect them to be managed the same way. Learn to adapt.

Recommended readings

Kochhar, S.K. (2015). *Methods and Techniques of Teaching*. New Delhi: Sterling Publishers Pvt. Ltd.

MOE (2013) school curriculum framework, CDC. LUSAKA

Prescribed books

Farrant, J.S.(1980). *Principles and Practice of Education*. Essex: Longman Group Limited

Muzumara, P.M. (2011). *Teacher Competencies for Improved Teaching and Learning*. Lusaka: Bhuta Publishers.