



CHALIMBANA UNIVERSITY

DIRECTORATE OF DISTANCE EDUCATION

HE 4103: HOME ECONOMICS TEACHING METHODS II

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First Edition

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MODULE OVERVIEW

Teaching Methods II

Introduction

Following so many changes in the education sector as well as mode of assessing pupils, this course will prepare you for these changes. As a teacher you will need to set examination questions that are well phrased. Equally, you will be required to send results for continuous assessment in the right way so that candidates are not disadvantaged. It is my prayer that those of you who will ascend to leadership positions will not get stuck while in the field as this course will expose you to some of the professional responsibilities in the profession.

Aim

The course aims at producing a Secondary School home economics teacher who will be able to set and mark practical exams effectively and manage school assessment records. A teacher who will value team work and continuous professional development.

Learning outcomes

At the end of the course students will be expected to: -

1. Set assessment questions
2. Conduct and Manage practical exam process
3. Mark both theory and practical exams
4. Record and keep assessment records
5. Plan and manage time
6. Solve common challenges that come with the teaching of home economics
7. Plan for retirement
8. Start and manage a business

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 guidelines spelt out in this module will be helpful in the management of school based assessment.

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 1

ASSESSMENT AND EVALUATION

Introduction

The unit introduces you to the assessment and evaluation strategies in Home Economics. As a teacher you must know the importance of assessing learners and how it should be done as well as when it should be done. This will help you to know whether your class is meeting your desired objectives and aim in Home Economics.

Learning Outcomes

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

- Discuss the assessment and evaluation approaches to teaching of Home Economics.
- State how you can develop an effective assessment and evaluation programme in Home Economics.
- Outline and explain techniques of assessment and evaluation in Home Economics.

The process of education includes three major divisions – formulation of objectives, designing learning experiences for the achievement of objectives and assessing the outcome of education.

Assessment and evaluation is an important part of the whole educational programme. Not only that, there exists an indisputable three-fold relationship among objects (ends), teaching procedures or learning experiences (means), assessment and evaluation (evidence). They influence and strengthen one another.

What is evaluation?

- Evaluation is the systematic and objective assessment of an activity, project, or programme.
- Evaluation in a school setting is the process of assessing achievement and to encourage and instill confidence in the right direction.

- It is a way by which the teacher determines the extent to which learning had actually taken place.
- In other words, evaluation is carried out to assess the extent to which set objectives have been achieved and to effect necessary changes for improvement.

Types of assessments

Objective

This is a kind of test consisting of factual questions requiring extremely short answers that can be quickly and unambiguously scored by anyone with an answer key, thus minimizing subjective judgments by both the person taking the test and the person scoring it.

Secondly, it can be a test in which the feelings or opinions of the person marking it cannot affect the marks given.

For example:

- Multiple- Choice Items
- True- False Items
- Matching Items
- Assertion-Reason Items

Subjective

Subjective tests aim to assess areas of students' performance that are complex and qualitative, using questioning which may have more than one correct answer or more ways to express it

For example:

- Essay questions
- Short answers
- Definitions
- Scenario Questions
- Opinion Questions.

Points to note:

- Do not allow your feelings or emotions to influence your marking.
- Do not allow score on one question to influence you while marking the next.
- Always rearrange the papers before you mark.
- Score all the answers to each question for all students at a time.
- Use students' numbers instead of their names, to conceal their identity.

- Let the students' answer the same questions.
- Avoid options/choices.
- Avoid open-ended questions.
- Good command of language places individual students at an advantage while poor command places some students at a disadvantage.
- Avoid distractions when marking
- Scoring Essay Tests calls for higher degrees of competence, and ordinarily takes considerably more time, than the scoring of objective tests.

Objective tests

Advantages

Extensive Sampling: As a large number of objective type of questions can be answered in a short time, they are especially suitable for testing a large content of the syllabus. The examiner can put his finger on a pupil's strong points as well as weak points.

Objectivity of scoring: The items are so framed that the answers are brief and usually admit only one correct response. It eliminates subjectivity in both answering and scoring

Minimum use of language: The test requires minimum use of language – thus language does not prove a hurdle in getting better scores.

Economy of time: Since the responses are definite and brief, the examinees can answer a fair number of questions within a short interval. The examiners can also score rapidly.

Minimise cramming: Objective tests do not lend themselves to cramming; skipping over certain portions of the course of studies and the pouring out of mugged up information verbatim.

Gives greater satisfaction to pupils: Instead of probing the mind at a dozen points only, objective tests do probe it at a hundred different points. They offer the pupil a greater feeling of satisfaction – a feeling that at any rate he or she has got his/her desserts.

Examination of bluffing: High sounding and bombastic words cannot deceive the examiner into the false idea that the pupil possesses very wide knowledge. Pin-pointed answers are expected. The element of bluffing is eliminated. Thus, examinations based on objective tests are more reliable and more valid than examinations based on other types of items.

In short, we are saying:

- These test items are suitable for the modern educational practices, as there is more objectivity in scoring.
- These questions are free from the personal factors of the teacher.
- The mood of the examiner in no way affects scoring.
- This test item enables the learners to become thorough in the subject matter. The reason is that for a little writing he can devote his time to thought and can there by answer many questions that he has to write his answers out at length.
- Chance elimination is reduced in this test. Although intellectual guessing carry for the pupil.
- It is easy to scoring.
- Pupils like this type of test item as there is no chance for the teacher to show personal bias or favoritism.
- This test items are educative for the pupils as they are more interested in answering this type of test.

Disadvantages

Objective type tests are not suitable for testing the understanding of causal relationships, the appreciation of principles and ideas, though from the point of view of good evaluation of Content, evaluation of such a segment of behaviour is quite important.

They do not help in showing the pupil's general understanding of the subject nor the interpretation of facts, his/her capacity for organising and formulating his/her knowledge nor his initiative and originality.

Objective type tests appear very easy for pupils of higher classes. Pupils secure more marks in objective tests than in essay type tests.

As the answers are short, there is more scope for copying than in essay type tests.

As the answers are suggested in the item, guessing is encouraged. Thus the examinees may score more marks by guessing.

Summarized as:

- These test items don't put stress on the ability of organisation of subject matter learnt by pupils.
- Pupils don't get scope for making comparisons.
- Pupils aren't asked to summaries the material or to make applications of principles and of course which are valuable abilities in this type of test items.
- This type of test items isn't used for the purpose of diagnosing the learning difficulties of the pupils.
- It is commonly said that the objective type test items fail to check cramming.
- Once an objective test is standardized the teachers will coach the pupils on the test. After this the test will be meaningless and useless for the pupils.
- Like essay type of test, this test items also fail to test the character building aspects.
- It is often argued that preparation and use of objective type test items is an expensive and timely affair.

Safeguards

It needs to be pointed out that if the tests are properly constructed and administered, these problems can be eliminated. Some safeguards are suggested below:

It is necessary that the time for the test should be neither too short nor too long. The amount of time good pupils are expected to take in answering the questions should determine the time to be allowed for an objective type test.

Every objective test should have general instructions in which the pupils may be informed of the time allowed and advised that they should not spend too long a time on a particular question and that they should be quick in answering it. If they find a particular question difficult, they should move on to the next and come back to it at the end.

There should not be any alternative question in an objective type test.

The scoring key for the test should be prepared.

It is advisable to ask only one or two types of questions as less time will be taken in reading the instructions for them.

Types of Objective Tests

Multiple Choice Questions

Objective – Knowledge

- For the following questions, there are four answers marked a b c d. Only one answer is correct.

Objective – Understanding

- Write down the correct answer in the bracket at the right hand side using a b c or d.

Objective – Critical Thinking

- Select the most appropriate response and indicate in the brackets

True or False or Yes or No

Here, a number of statements are given and the pupil is required to write ‘T’ and ‘F’ or ‘Y’ and ‘N’ against them.

Completion Type

In this type, questions asked only involve the filling in of proper name, date, etc. They test knowledge of facts.

Sequence of Events

In this type of test, certain items are given which are to be arranged in chronological order.

Matching Test

In this test, two lists are given without any order or arrangement. The pupils have to match items from one list with appropriate items of the other list. The aim is to test the understanding of facts.

Classification Test

This type of test can be utilized with advantage in testing knowledge of facts.

Relationship Test

In this test, relationship between the two things is asked. It is intended to test understanding.

Recall Type

In this test, questions are asked to which simple and small answers have to be given. They mainly test knowledge.

Standardised Tests

Standardised tests have also an important place in any examination. A standardised test is technically superior, is carefully planned and executed and thus is likely to be better in quality. All the questions which go into a standardised test are expertly written properly pretested, rigorously analysed and scientifically refined. Standardisation of its administration and scoring also makes measurement more dependable. It gives the standing of a pupil in relation to all pupils in the same age group or grade. The reliability and validity of the test are established through statistical procedures.

The syllabus is uniform throughout the country, standardized. Achievement tests in theory are of great use.

Limitations

Standardised tests are not amenable to frequent usage. They lack the element of flexibility; they cannot be easily integrated with instruction. They cannot be used for weekly, monthly or quarterly tests.

It is difficult to keep a standardised test secret as it is used by many.

This danger, of course can be obviated if a number of parallel standardised tests are prepared and the examinees, in this case would not know which would be used and when.

Both the types of tests - teacher –made of different types and standardized tests, useful as they are for different purposes and at different levels, should be used to complement each other. Let teacher-made tests be used as a basis for appraising the course in particular units of instruction within the classroom and standardized be used primarily for making comparisons of the overall achievement of different pupils of different classes and of different schools.

Subjective tests

Advantages

- Subjective test requires students to write present an original answer
- Short Answer Questions are also relatively easy to set compared to many assessment methods.

- Short Answer Questions are relatively fast to mark and can be marked by different assessors, as long as the questions are set in such a way that all alternative answers can be considered by the assessors.
- The students are considerably free to organize their own answers
- It is easy and economical to administer.
- It can be easily and conveniently written on the chalkboard because of the few items involved.
- The essay test permits a freedom of response, which in turn allows the students to present their ideas as detailed as they choose so as to show how deep knowledge they have in the subject area covered by the question
- Essay tests promotes the development of problem – solving skills
- . It helps students to improve their writing skills such as writing speed, eligibility etc! because they write in their handwriting.

Disadvantages

- Accuracy of assessment may be influenced by handwriting/spelling skills
- Scoring is not reliable because different examiners can grade the score answer differently
- This results in poor reliability in scoring.
- Essay questions do not cover the course content and the objectives comprehensively

Design of a Question Paper

Design of a question paper is a broad policy statement made by the examination authorities and passed on to the paper setters for framing a question paper and to schools for preparing pupils on the lines suggested. Before preparing the design of a question paper, decisions regarding the following should be taken:

- Weightage to the objectives
- Weightage to contents
- Weightage to forms of questions
- Weightage to difficulty level

(Blooms taxonomy)

Blueprint

A blueprint is a more detailed document on which a question paper is based. While different blueprints can be prepared from the same design, a number of question papers based on the same blueprint will be more or less parallel.

Preparation of a Question Paper

The following steps should be taken while preparing a question paper:

- Preparation of the design.
- Preparation of the blueprint.
- Construction of questions according to the requirements of the blueprint.
- Editing the paper including the arrangement of questions according to objectives, content or form.
- Preparation of scoring key in case of objective type questions, and model answers and marking scheme in case of short answer and essay-type questions. Regarding the latter, the paper-setter should give an outline of the answer in points.
- Question-wise analysis of the paper – This should be undertaken in order to see whether the question paper conforms to the requirements of the blueprint.

Framing of Suitable Questions

For the framing of suitable questions, the following steps should be taken:

- Deciding upon the objectives and their specifications to be taken.
- Locating topics on which questions can be set.
- Deciding the form of question that should suit a particular objective and topic.
- Finding out interesting, challenging new situations as far as possible.
- Writing questions in clear and definite language.
- Framing questions in such a way that the scope of answers becomes definite.
- Do not ask questions whose answers you do not know

Some suggestions are listed below for the preparation of a design of a paper:

Weightage to objectives: The following plan of marks allotment among different objectives can prove useful:

- Acquisition of knowledge 60%
- Application of knowledge 20%
- Development of skills 20%

Form of questions: Questions included may not be essay type only but the question paper may contain all the three types via, essay type. The essay type may require writing answers of three to four pages – 200 to 400 words each.

Regarding length of short answer questions, they may require extremely brief answers and should not take more than five lines or 30 words.

As far as the objective type of items are concerned, they may only be of the multiple choice variety for the present and should be so designed as to test higher abilities than mere recall.

Options: Options may be included in the question paper as follows:

- *Essay-type questions:* It is suggested that only internal choice be provided in respect of essay-type questions. Care should be taken to ensure that the alternatives are balanced and equivalent in respect of the content area, the difficulty level, time required for answering and the scheme of marking. Each essay-type question should have one option.
- *Short-answer questions:* In this type of questions also, only internal choice may be provided. The criteria for providing options stated in respect of the essay-type questions hold good here also.
- *Objective-type questions:* No option should be given in respect of the objective-type questions.

Developing an Effective Assessment and Evaluation Programme requires that the teacher must be acquainted with:

- The objectives of Home Economics in respect of the subject as a whole and of specific units.
- The relationship between the educational trinity mentioned above, namely, objectives, learning experiences and assessment and evaluation.

- The varied purposes of assessment and evaluation, i.e., diagnosis, guidance, grading, classification, etc.
- The techniques and tools of assessment and evaluation – their preparation and uses.
- The follow-up procedure to utilise the “feedback” in the classroom.

The course is sub-divided into units or topics. For each unit or topic, specific objectives are formulated. These objectives are more concrete both in terms of modification of the behaviour and the knowledge to be imparted. Each objective has two specifications – *content specification* and *competence specification*, which imply what-subject matter has to be imparted and what behaviour changes may be expected as a result thereof. The teacher devises the learning experiences in the light of these objectives. He/she uses various methods, techniques and devices to expose the pupils to the learning experiences. During this process, the teacher continuously assesses and evaluates the achievement of the objectives. He/she uses various techniques, e.g. written and oral questions, observation, interview, various types of records, etc.

For an effective assessment and evaluation programme the following points can be useful:

- Assessment and evaluation should aim at testing the degree to which the objectives of teaching the subject have been achieved. Have the pupils developed certain higher abilities, like understanding and critical thinking? Have they gained knowledge? Have the pupils developed practical skills
- The scheme of assessment and evaluation should also ensure an effective coverage of the syllabus through giving proper weightage to different areas of content as the lack of it will result in the neglect of the portions not covered by evaluation.
- As all abilities, understanding, skills, attitudes cannot be successfully tested through one single device, it is necessary that, in a programme of assessment and evaluation, different devices may be used. The device to be used needs to be chosen very judiciously.
- Whichever device is used; it should ensure objectivity in results.

Criteria of Good Questions and Question Papers

Below we discuss the criteria of good questions and good question paper:

Objective – Questions should be based on – predetermined objective of instruction to be valid.

Content – Questions should be based upon a topic or sub-topic.

Form – Questions should be written in the form suited to them. Certain forms of questions are more suitable than others for testing some objectives and topics. So the test designer should receive discretion in the selection of proper form, i.e., essay, short-answer or objective type.

Wording – Questions should be written in clear and unambiguous language. They should also be within the comprehension of the pupils and *clearly indicate the scope and length of the answer*.

Difficulty level – Questions should suit the level of attainment of the child. They should be neither too easy nor too difficult.

Allotment of marks should be judicious.

Time allotted should be adequate.

Analysis

Questions and question papers need to be analysed. It needs to be found out whether enough weightage has been given to the different objectives of teaching, and to different content areas; whether enough weightage has been given to different forms of questions and there is adequate number of questions in each form; whether distribution of marks is proper; whether allocation is proper; whether scheme of options is sound; and whether difficulty and discrimination levels of the question paper are satisfactory; and whether scoring key and marking scheme is sound.

School based assessments (SBA)

This may seem new to most of us. It is a new development following changes as to how assessment should be done in schools. Practical exams will no longer be scheduled by examinations council of Zambia. It is the responsibility of the teacher to prepare assessment tasks for her or his pupils.

The following section will be helpful in this area: -

Guidelines for administration of SBA in Secondary Schools.

For the following information, follow this link:

[file:///C:/Users/Hp/Downloads/Guidelines%20for%20Adminstration%20%20of%20SBA%20at%20Secondary%20School%20Level%202nd%20March%202020%20\(1\).pdf](file:///C:/Users/Hp/Downloads/Guidelines%20for%20Adminstration%20%20of%20SBA%20at%20Secondary%20School%20Level%202nd%20March%202020%20(1).pdf)

Part of the information from this link has been extracted to help you see the need to follow up this link for more information. There are many practical subjects covered by ECZ, in this module, only the Home Economics Section has been considered.

8.0 Practical Subjects in the Practical faculty, subjects with School Based Assessment components are as follows:

- (a) Grade 9 Home Economics, Musical Arts Education, Physical Education, Art and Design, Design and Technology.
- (b) Grade 12 Home Management, Food and Nutrition, Fashion and Fabrics, Musical Arts Education, Physical Education, Art and Design, and Design and Technology.

8.1 Home Economics

8.1.1 Purpose: The purpose of the School Based Assessment in Home Economics is to assess learners' achievement continuously against the prescribed competencies in the junior and senior secondary syllabi.

8.1.2 Components of Home Economics: The guidelines apply to the conduct and administration of all the Home Economics School Based Assessments at both Grade 9 Internal/External and 12 School Certificate/GCE.

At Grade 9, there is Home Economics Paper 2 (601/2).

At Grade 12, there is: Home Management Paper 2 (6075/2), Food and Nutrition Paper 2 (6065/2) and Fashion and Fabrics Paper 2 (6050/2)

8.1.3 General Guidelines for Home Economics SBA

- (a) Using these guidelines, the teacher of Home Economics should prepare question(s) and marking scheme(s) according to the paper requirements in line with the Assessment Schemes.

(b) The teacher of Home Economics should further decide when to administer the Practical Assessment within the teaching/learning time. The period of assessment should be integrated in the schemes of work and communicated to the learners in advance.

(c) The teacher of Home Economics should award marks based on the skills exhibited in the following:

(i) Preparation/Plan of work, (for example, critical thinking, creativity and problem solving ;)

(ii) Processes/Methods of work, (for example, logical and analytical thinking).

(iii) Presentation/Quality of the outcome, (for example, orderly display, aesthetic, critical thinking, creativity. The scores awarded to candidates should not exceed the total marks for each paper.

(e) The marks should be compiled and submitted by 31st July each year through the PEO for onward submission to ECZ.

Note: Please note that ECZ will not send the question paper nor stipulate the date for conducting Home Economics Practical Assessment.

8.2 Grade 9 Home Economics Paper 2 (601/2) SBA

The teacher should administer several tasks as outlined in the teaching/learning outcomes of the Home economics school syllabus.

(a) The teacher should set ten (10) tasks depicting different scenarios together with a marking scheme. The tasks should be drawn from laundry. Each learner should be assigned only one task randomly or following the register.

(b) The learners should be assessed and graded individually in manageable numbers per session.

(c) The teacher should ensure that learners prepare a plan for work before carrying out the task. The plan of work should clarify the choice of fabric and colour in relation to the chosen laundry processes.

(d) Learners should cost the laundry service at display.

8.2.2 Task 2 Needlework and Crafts (Project)

- (a) The teacher should set at least five (5) different tasks, each with a combination of Needlework and Crafts processes. Each learner should be assigned only one task randomly or following the register.
- (b) The learners should prepare a portfolio explaining: The choice of the article(s) and the processes used in relation to age, texture style and colour.
- (c) The learners should cost the article(s) made at display.

8.2.3 Task 3: Food and Nutrition and Home Management

- (a) The teacher should set ten (10) tasks together with a marking scheme based on Food and Nutrition and Home Management. Each learner should be assigned only one task randomly or following the register.
- (b) Each task should comprise two part questions stemming from a common scenario. The ten questions should be spread across the syllabus for example:
 - (i) Food and Nutrition: Traditional, packed, breakfast, invalid, two/three course, pastry, convenience food, reshafféé etc.)
 - (ii) Home Management: (Cleaning, crafts, presentation).
- (c) The teacher ensure learners prepare a plan of work (Time plan) before carrying out the practical task: The plan of work should explain the choice of dishes and services as well as methods of work to be used.
- (d) The learners should cost the dishes prepared, as well as the services rendered.
- (e) A period of not more than seven (7) days should be allowed between planning and the actual practical task to allow the teacher and learners to put all the required ingredients and materials in place.

8.2.4 Calculation of the SBA Marks for Internal and External Candidates

The total marks for SBA at Grade 8 and 9 will contribute 50 percent of the overall score for a candidate. Of the 50 percent SBA mark, 10 percent will be from task 1, 40% from task 2 and 50 percent from task 3.

If the SBA mark is not a whole number, it should be rounded off to the nearest whole number.

Appendix

8.2 Sample Questions Home Economic Paper 2 School Based Assessment Tasks 1, 2 and 3

Task 1: Laundry

You have been selected to move a vote of thanks at school awards giving day, Launder the uniform you will wear and polish a pair of shoes. Explain in the Time Plans, the type of fabric, colour and the laundry processes you will use. Cost the service. (10 Marks)

Task 2: Needlework and Crafts (Project)

- (a) Design and make a play dress for a 3-year-old girl.
- (b) Crotchet or knit a bonnet and booties for new born baby.
- (c) Design and make a cost a combination of beads and suitable fabric. In the portfolio name the article and its use, explain with reasons your choice of style, colour, texture, fasteners and fullness disposal. Further explain the processes you will use. Cost the item. (40 Marks)

Task 3: Food and Nutrition and Home Management

Your friend is a lacto-vegetarian and is coming to spend a night at your place.

- (a) Prepare, cook and serve a balance meal for the two of you to enjoy. Include suitable accompaniments.
- (b) Clean the dining area, table and cutlery you will use. (50 Marks)

Home Management Paper 2 (6075/2) School Certificate/GCE SBA

The teacher should administer several tasks in Home Management in accordance with the syllabus.

8.3.1 Task 1: Laundry

- (a) The teacher should set five (5) tasks depicting different scenarios together with a marking scheme. The tasks should be drawn from laundry. Each learner should be assigned only one task randomly or following the register.

(b) The learners should be assessed and graded individually in manageable numbers per session. (c) Ensure that learners prepare a plan of work before carrying out the task. The plan of work should clarify the choice of fabric and colour in relation to the chosen laundry processes.

(d) Learners should cost the laundry service at display.

8.3.2 Task 2: Entrepreneurship

(a) The teacher should set five different tasks which will require learners to plan and prepare any entrepreneurial activities based on the topics in Home Management. Each learner should be assigned only one task randomly or following the register.

(b) The tasks should involve calculating the profit realised from the capital money spent by costing the product or service rendered.

8.3.3 Task 3: Food and Nutrition and Housecraft

(a) The teacher should set ten (10) tasks together with marking scheme based on Food and Nutrition and Housecraft Each learner should be assigned only one task randomly or following the register.

(b) Each task should comprise at least three (3) parts stemming from a common scenario. The ten (10) tasks should be spread across the topics in the school syllabus; for example:

(i) Food and Nutrition (meals/dishes from Tradition, packed, breakfast, invalid, two/three course meals, flour mixtures, convenience foods, reshaféé).

(ii) Housecraft (First aid, cleaning surfaces, presentation).

8.3.4 Calculation of the SBA marks for SC and GCE candidates.

The total marks for SBA at SC and GCE will contribute 50% of the overall score for a candidate. Of the 50 percent SBA mark, 25 percent will be from the task 1, 25 percent from task 2 and 50 percent from task 3.

Appendix

8.4: Sample Questions Home Management Paper 2 School Based Assessment Task 1.2 and 3 Task 1: Laundry

You have been left to take care of a toddler, launder three articles to demonstrate the three methods of washing (friction, kneading and squeezing and sponge). In the plan of work, explain your choice of fabric, colour and laundry processes you will use. Display your work and show how much the service would cost. [25]

Task 2: Entrepreneurship (Project)

You have been given one hundred kwacha (K100.00) to set up a small backyard garden, prepare and plant a minimum of three vegetables including herbs/spices. Take care of the vegetables, harvest and cost them for selling. In the portfolio, name the vegetables you will plant and their uses. Calculate your expenditure and profit you will realise after selling. [20] N.B The project could be derived from any component of Home Management and not necessarily from gardening.

Task 3: Food and Nutrition and Housecraft

You have taken over the mid-morning shift at the hotel. Prepare, cook and serve lunch for two guests. Clean the table and cutlery they will use. Set a table for two with a flower arrangement. Write a Time Plan to show your choice of dishes and activities. Outline the methods and order of work and shopping list. [50]

8.4 Food and Nutrition Paper 2 (6065/2) School Certificate/GCE SBA

The teacher should prepare several and various tasks to assess learners' achievements throughout the syllabus.

8.4.1 Task 1 – Beverages and Snacks

(a) In part one, the teacher should set a task where learners will be required to prepare the beverages from the three groups (nourishing, refreshing and stimulating).

(b) In part two, the task will require learners to prepare snacks (sweet or savoury) which will accompany the beverages in part (a).

8.4.2 Task 2 – Balanced Meals

The teacher should set ten (10) different tasks in which learners should plan and prepare balanced meals depicting different scenarios (e.g. meals/dishes from tradition, full English/substantial breakfast, two/three course, convenience foods, reshuffee' dishes, invalid/convalescent/HIV, manual/sedentary workers, use of various utensils/labour-saving devices, use of hob/grill/oven/various methods of cooking/heat transference, packed/party meals, vegetarians). Each learner should be assigned only one task randomly or following the register.

8.4.3 Task 3 – Baking

(a) The teacher should set at least five (5) different tasks which should include the various methods of baking (creaming, melting, whisking and rubbing-in methods). Each learner should be assigned only one task randomly or following the register.

(b) Each task should incorporate both savoury and sweet dishes with various finishings (decoration and garnishing).

(c) The learners should price the items at display. NB: For each task learners should prepare a time plan before carrying out actual the practical task. A period of not more than 1 week (7 days) should be allowed between planning and the actual practical task to allow the teacher and learners to put all the required ingredients and materials in place.

8.4.4 Calculation of the SBA marks for SC and GCE candidates.

The total marks for SBA at SC and GCE will contribute 50% of the overall score for a candidate. Of the 50% SBA mark, 50 out of 150 will be from the task 1, 50 out of 150 from task 2 and 50 out of 150 from task 3.

Appendix

8.6: Sample Questions Food and Nutrition School Based Assessment Tasks 1,2 and 3

Task 1: Beverages and snacks.

You have been asked to plan for your friends' tea party over the weekend.

(a) Prepare, Cook and Serve three beverages from the Nourishing, refreshing and stimulating groups. (sweet savoury)

(b) Serve with three different snacks and set a tray. [50]

Task 2: Balanced meals.

You will be hosting friends and two of them are strict vegetarians, prepare, cook and serve a two-course meal. [50]

Task 3: Baking.

It's a baking day at your school

(a) Prepare bake and serve five sweet/Savoury dishes with five different decoration/garnishing finishes.

(b) Price the items and display for sell. [50]

Expected response

Well balanced choice

Good colour and texture combination

Crockery and cutlery correctly set on the tray

Correctly chosen two-course meal

Correct choice for strict vegetarian

Sufficient food for the number of people

Variety of baking/decorating/garnishing methods

Attractive finish

Appropriately priced items

Attractive display

8.5 Fashion and Fabrics Paper 2 (6050/2)-School Certificate/GCE (80 Marks)

The teacher should administer several tasks in Fashion and Fabrics but submit only three as guided

8.5.1 Task 1 – Garment Designing

(a) The teacher should set a task which will require learners to take body measurements, sketch and cut out paper patterns.

(b) The task should have at least five (5) pattern markings.

8.5.2 Task 2: Garment Construction and Crafts

(a) The teacher should set a task in which learners should design and make a personal outfit.

(b) The chosen outfit should include a suitable accessory using crafts skills (weaving, crocheting, knitting, braiding or beadwork).

8.5.3 Task 3: Cutting and Sewing

(a) The teacher should set a task where learners will be required to cut out and make a simple article

(b) The teacher should prepare paper patterns in advance for use during the actual task.

(c) The task should incorporate several needlework skills (e.g. decorations, stitches, needlework processes)

(d) The task should be timed to assess learners' efficiency in finishing on time. NB: A portfolio should be compiled to cover the work done in Task 2. It should show by illustrations the chosen design and pattern markings. Learners should explain their choice of style, fabric texture and colour in relation to their figure type. Learners should also calculate the expenditure, selling price and the profit to be realised.

8.5.4 Calculation of the SBA marks for SC and GCE Candidates

The total marks for SBA at SC and GCE will contribute 50% of the overall score for a candidate. Of the 50% SBA mark, 10% will be from the task 1, 40% from task 2, 40% from task 3 and 10% from task 4.

Appendix

8.8: Sample Questions for Fashion and Fabrics School Based Assessment Task 1, 2 and 3

Task 1: Garment Designing

(i) Design and sketch a garment of your choice (preferably, one piece).

(ii) With a partner, take each other's body measurements and using your body measurements, plot out the pattern pieces involved.

(iii) Sketch through the plots and cut out the paper patterns. [40]

Task 2: Garment Construction and Crafts

(i) Design, Cut and make a personal outfit to wear at an occasion of your choice. Choose an appropriate style, colour, and fabric texture to best suit your figure and the occasion. [40]

(ii) Design and make two accessories using two different skills. The skills may include; weaving, crocheting, knitting, braiding and beadwork. The accessories may include; bracelet, necklace, handbag, slippers, Hair band, Hat etc. [10]

Task 3: Cutting and Sewing

Cut and sew a right half pair of shorts using the paper pattern pieces and fabric provided. Follow instructions given to work out all the processes within the stipulated time. Press/iron your article and present it neatly. [40]

Portfolio

A portfolio of not more than 10 pages should be compiled to cover the work you have done in Task 2 Explain your choice of style, fabric texture and colour in connection to your figure and occasion. Calculate your expenditure, your proposed selling price and the profit you would realise. Show the chosen style in sketch and your finished product in picture. [10]

(Extracted from ECZ GUIDELINES)

I hope you have seen how important it is for you to keep reading and in constant touch with latest information to keep yourself up to date with the changes. You may have to continue learning and teaching each other through CPD so that you may strive to do the right thing on behalf of the pupils. Hope the guide given will assist you in preparing various test items.

Be on the lookout as to get updates such as:



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Your Ref:

Our Ref:

ECZ/101/1/8

1st June 2020

**TO: ALL PROVINCIAL EDUCATION OFFICERS
ALL DISTRICT EDUCATION BOARD SECRETARIES
ALL HEADTEACHERS**

**SUBJECT: ADJUSTMENT OF DATES FOR EXAMINATIONS AND SUBMISSION OF
SCHOOL BASED ASSESSMENT (SBA) MARKS FOR 2020 EXAMINATIONS**

The above subject refers.

Following the adjustments made by the Ministry of General Education to the 2020 School Calendar due to COVID-19, the Examinations Council of Zambia (ECZ) has adjusted the examination dates and deadlines for submission of School Based Assessment (SBA) marks.

The examination dates will be the following:

EXAMINATION	START	FINISH
Grade 9 External Examination	31/08/2020	08/09/2020
GCE Examination	31/08/2020	15/09/2020
Grade 7 Composite Examination	21/12/2020	24/12/2020
Grade 9 Internal Examination	07/12/2020	15/12/2020
School Certificate(G12)Examination	14/12/2020	30/12/2020

The deadlines for submission of School Based Assessment marks are the following:

Grade 9 External Examination and GCE Examinations	28/08/2020
Grade 9 Internal and Grade 12 Examinations	30/10/2020

Headteachers must ensure that all School Based Assessments are appropriately conducted as per provided guidelines and marks are submitted to ECZ through the Online Marks Transfer Protocol on or before the given dates.

May I encourage everyone to be alert and to be quick to share such information to the family platform if you happen to be privileged.

Activity

Practical setting of questions according to areas of specialization in Practical questions followed by Open discussion at both grade 9 and 12

- Food and nutrition
- Home management
- Fashion and fabrics

Duration for planning

Duration for practical sessions

Preparations

Budgeting and shopping

Marking practical exams

Entering results

Projects

Portfolio

Summary

The unit has covered a very important aspect of teaching, assessment. This is more important now that the responsibility to assess pupils has partly been transferred to the school. You will be required to read through these guidelines from time to time.

Unit 2

Professional Development (CPD)

Introduction

An effective teacher engages in professional learning. In order to improve classroom management, the teacher observes other teachers, acquires successful practices and effectively applies new information/techniques to enhance teaching practices and pupil learning and achievement. If the teacher wants pupils to become lifelong learners, it is important for the teacher to model the process of being such a learner.

Learning outcomes

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

- engage in professional learning.
- interact with peers.
- plan for group presentations
- share knowledge and skills in group meetings
- prepare individual work plans

Some brief history on the birth of CPD in Zambia

In Zambia, the idea behind professional development is not new. It started way back in 1939 at the then Jeans School, Chalimbana. However, from the late 1950s to the early years after the independence, in-service training received increased emphasis. In the 1990s, educationists further realized that instead of relying on colleges for the provision of in-service training, it was useful to introduce In-service Education for Teachers (INSET) at school level so as to provide opportunities for teachers to participate in these programmes. (Mataka 2011)

Benson Banda an independent researcher gives an update on the progress of CPD as at 2006. The introduction of CPD to Strengthening of Mathematics, Science & Technology Education - Continuing Professional Development (SMASTE-CPD). The Program was started in Central Province of Zambia in 2006 to improve teaching/learning activities in the classroom through

"School-based Lesson Study". Although the program had been conducted only for one year, it was considered by Ministry officials as an alternative framework for teacher education which could involve a number of teachers at low cost.

The suggestion for inset programmes came with its own challenges. The 1996 education policy emphasized on in service training but not all teachers could be released to attend school as schools already had a challenge of inadequate teachers. The birth of basic schools brought with it increased secondments. Additionally, there was the problem of materials as indicated in the government gazette of 2016. High enrolment levels, few teachers, lack of equipment and materials all affected pupil performance. To improve on this, the ministry encouraged cost effective measures to upgrade teachers and allowed learning by distance where teachers attended school during holidays and also paid for themselves as sponsoring teachers for in-service equally became a challenge.

This saw the birth of school based teacher group meetings as a way of conducting continuous professional development, CPD. Although a number of teacher group meetings were set up, some schools are no longer effectively conducting these group meetings. Some of the basic components in Basic school SPRINT being Teacher Group meetings (TGM) grade meetings at resource centers (GRACE) School In-Service and Monitoring (SIMON) Head teachers In-service Meeting (HIM). At High school level, the key stakeholders are heads of Departments and subject associations. It also consists of school based CPD, head teachers' meetings, HOD/HOS meetings, Subject meetings at the Resource Center (SMARC). Subject associations begun to receive a lot of support and most subjects encouraged to hold these annually with ministry Headquarters supporting the organization of these conferences so that certain skills could be shared during these professional meetings.

The current CPD program uses the existing system and resources. Hence SMAST School based CPD coming to improve the quality of the SPRINT systems' effectiveness. The main focus being the development of activities which enhance science, mathematics & technology education at school level and later on spread to other subjects.

However, there has been need to develop a sustainable CPD which is cost effective at the same time benefiting many teachers but have less disturbance on the teaching and learning of pupils. This led to the formation and piloting of the SMASTE School Based CPD. It is hoped that other provinces would use the developed guidelines. Having looked at all the concerns in our education

system on CPD several possible alternatives were looked at. Then the Lesson Study approach was considered as a workable alternative under SMASTE School Based CPD. It is useful in the point that it allows teachers to learn both the content and the methodology at the same time.

Another Journal article from the International Educational Cooperation, reports the following progress on the introduction and development of CPD in schools: -

- Teachers became serious and confident on planning and implementation of their lessons.
- Teachers spend more time now on lesson planning & preparation.
- Teachers' teamwork was strengthened.

Generally, there has been reduced costs on workshops and training with the coming of school based training.

What to do: -

- maintain regular connections with other teachers in your department
- contact others in the profession
- ask to visit other classrooms to observe
- Seeing how other teachers handle similar problems can help you get some ideas

In house training

Also known as Internal training, or on-site **training**, is **training** that employees receive from employers while working on the job.

Internal training can serve a number of purposes. Employers offer **training** to new employees to teach them how to perform their jobs and to acquaint them with workplace policies and environments.

The main aim of the training is to enhance and polish the existing skills of a trainee and to teach new skills as per his/her needs.

It teaches a person how to do a job more effectively and efficiently in a more convenient way. It can also bring him/her new opportunities that can land him a career-boosting job.

The Advantages and Benefits of in House Training

Training Cost saving – cost per delegate is less compared to public training houses for the same number of people. A classroom can be used while teachers come from their homes. Facilitator can also be free.

Travel Cost saving – The teachers are not required to travel any further than their schools and spend additional costs.

More specific – Conducting a course for a single client makes it easier to focus on specific topics and areas that are causing issues occurring in the school

Customized training- These trainings helps in addressing the specific needs and learning objectives of our teachers. Forming a group allows the training to be more focused.

Convenience – The working schedule for staff is set as per their convenience at a location they come every day.

Team Building – teachers from different departments and skills set can foster the great teamwork, recognition and understanding of each other's roles. It can enhance the relations, communication and interaction with each other.

Capacity Building – Training inculcates Capacity building activities that are designed to improve and enhance the skills to prosper in the fast-paced world.

The Disadvantages and Costs of in House Training

Extra administration burden – Make sure you have a suitable venue (training room), devices, equipment's, course materials.

Not taken as seriously – There is a possibility that teachers might attend the training out of their interest or just to have a break from the classroom. They might not show up on the second day.

Not up to speed with current best practice- Passing on nonproductive information leading to poor classroom practices.

If you need to hire an internal or an external trainer make sure you meet them and discuss the training agenda briefly before the training commences. This may include officials from district or other schools.

Peer teaching

What is peer teaching?

In short, peer teaching occurs when students, by design, teach other students. But teaching what? And how should they teach? Teachers at departmental level can be encouraged to do this in an effort to build each other.

Peer teaching involves one or more students teaching other students in a particular subject area and builds on the belief that “to teach is to learn twice’ (Whitman, 1998).” “Peer teaching can enhance learning by enabling learners to take responsibility for reviewing, organizing, and consolidating existing knowledge and material; understanding its basic structure; filling in the gaps; finding additional meanings; and reformulating knowledge into new conceptual frameworks’ (Dueck, 1993).”

Coaching and Mentoring

Workplace Coaching is:

The process of equipping people with the tools, knowledge, and opportunities they need to fully develop themselves to be effective in their commitment to themselves, the school, and their **work**.

The HOD should ensure new teachers are oriented and well received into the department.

To mentor on the other hand is the act or process of helping and giving advice to a younger or less experienced person, especially in a job or at school: The students' chances can be improved with more studying, **mentoring**, and intensive review.

The mentor teacher should: -

- provide direct assistance and practical support for the teacher in the classroom
- identify suitable resources for the teacher and Check lesson plans before the supervisee 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, in a bid to help a newly deployed teacher.

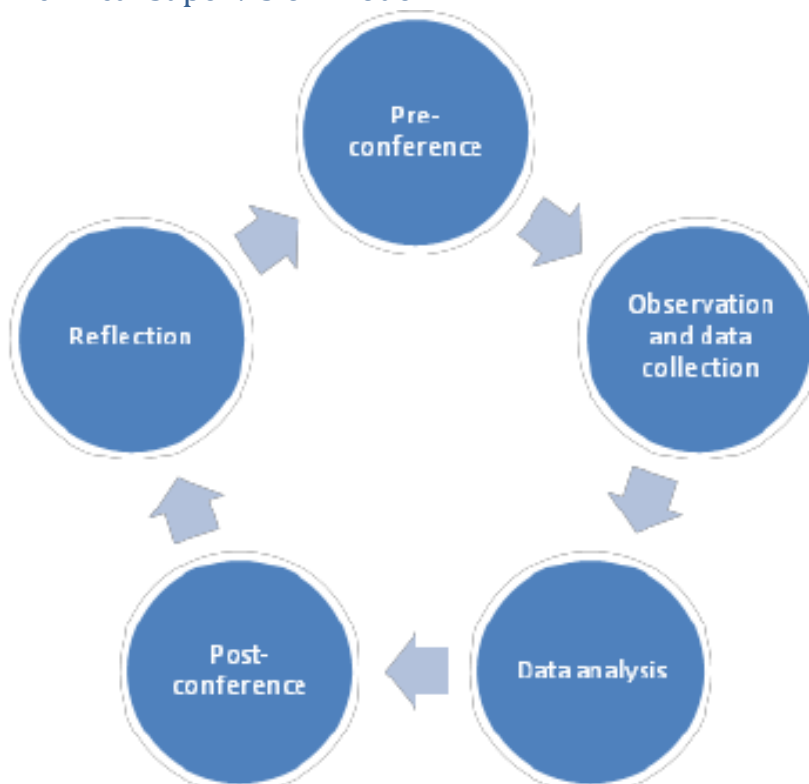
Mentoring



MENTORING is a model that make people to grow in their careers. It is the process of passing on the legacy of knowledge, value, experience, good attributes, connections and wisdom in order to prepare people. (Seti 2014)

This is similar to what clinical supervision model drives. As illustrated in fig.2

A clinical supervision model



It is cyclic, continuous, life long

This is a form of CPD (Continuous Professional Development) which can be extended to those appointed to a new position. The principles of clinical supervision can be applied.

There are many models that can be used within the clinical supervision experience that help ensure that the process is beneficial for the supervisor, the supervisee, and even the client in the case of teachers, the pupil is the client. Carl Rogers shares the belief that the supervisee has the capacity to resolve therapeutic problems on their own with the guidance of the supervisor. In this form of relationship, the supervisor doesn't necessarily act as an 'expert' in the field, but more so as a collaborator in the learning process. This helps the supervisee become confident and independent in their abilities.

Although clinical supervision is designed for sick people or nurses, it can easily be replicated in a classroom situation as it has been noted in the discussion above.

Continuous Professional Development

Teachers should undertake lifelong development in their profession to update and upgrade their knowledge and skill to improve their teaching delivery at individual level or group level. This is the more reason why CPDs are being encouraged in all schools. CPDs are important and should be conducted periodically. This will help the teachers to stay on track and keep growing. It also encourages them to begin to be responsible for personal growth. (Seti 2014)

Similarly, CPD can be summarized as shown in the illustration below: -



Cyclical as shown, hence continuous. CPD has no end, it's a lifelong process

Continuous Professional Development in Zambia

Teachers' assessment of school based continuing professional development in selected basic schools of Lusaka District, Lusaka Province, Zambia is an article written by a University of Zambia student Mataka

He describes Continuing Professional Development (CPD) programmes as planned educational activities practiced both within and outside school, primarily to develop or upgrade the professional knowledge, skills, attitudes and performance of teachers.

Negative attitudes of some teachers

Due to low salaries, inadequate skills, low working morale and other factors; teachers tend to

show negative attitudes towards CPD. They also have not been seeing the benefits of CPD. This also came about because of other CPD programs, which paid them more money when they attended CPD meetings. Insufficient skills of teachers & facilitators for good critiquing are some of the causes of negative attitude. The teachers mostly teach subjects they are not competent in due to factors already mentioned.

In Korea, traditional teacher development is based on a hierarchical model of expertise and a transmission model of teaching where one goes to experts and receives professional knowledge from them. In an article on collaborative learning in south Korea, continuous learning is encouraged because knowledge keeps changing. You cannot get it today and keep in a drawer for use in future as it will become immaterial with time. (Minjeong Park 2014)

In this article CPD is recognised as key in professional development, what is not clear is the methodology that can be effective. In Zambia, teacher attitude towards CPD has been reported in some parts of the country how some teachers shun the activities lined up for professional development. Some teachers think it is a share waste of time.

This however, does not mean that CPD has not been appreciated at all. Some newly deployed teachers have appreciated. Learning communities created in some schools help new teachers to improve their practice through conducting coaching clinics. For the teachers that might not have learnt enough in college have been helped through these planned CPD activities. They have confessed that through observing other teachers teach, they have learnt the mistakes they used to make, and are now teaching better.

Seconded teachers are expected to be facilitators hence they show signs of insufficient skills of facilitating for good critiquing, inadequate material and information necessary for teachers to use as a tool to improve their competencies. Although teachers in schools are requested to maximize the use of existing resources such as locally-available materials and books in the schools, some schools, especially those in very remote areas, are still in a terrible condition in terms of using materials and getting up-dated information. In order to address these challenges, SMASTE CPD has started addressing the issues of attitudes by continually meeting stakeholders. Those teachers

and managers seen to be doing well are rewarded by being given chances to go for external trainings. They are also used as models during the stakeholders' workshops

With the help of Zambia Education Sector Support Technical Assistance (ZESSTA), the ministry of education a new set of teaching standards for teachers, school leaders and teacher educators have been developed to enhance teacher performance. ZESSTA is funded by the Global Partnership for Education and UK aid and delivered by the British Council. The purpose for this partnership is to solve the challenge of uneven teacher performance.

The challenge: uneven teacher performance

In Zambia, there are many excellent teachers, teacher educators and head teachers. But there are also concerns about underperformance, especially in government schools, where leadership is sometimes weak, appraisal arrangements are uneven, staff development is unfocused and poor behavior and attendance is not properly addressed. For some teachers, it is as a result of the training changes as in the curriculum and duration. A group of teachers believed to have been half baked is the ZATEC group. These teachers had a 1 year in the college and 1 year school experience. The second part was meant to be a hands on and continuation of the training process by the teachers in the field. However, this was not the case, some teachers on training were sent where there were no qualified teachers. As a result, learnt little or nothing from the experience.

The Teaching Council of Zambia was established specifically to improve the professionalism and performance of teachers, teacher educators and head teachers across the country. The Council is required to register all educators and to renew their practicing certificates every three years to confirm that standards of behavior and performance are acceptable.

ZESSTA working with teaching council developed standards to be used in teacher assessment. There was an agreement that a single standards framework, setting out what teachers should 'know', 'know how to' and 'be able to do', should underpin teacher education as well as teacher appointment and induction, performance appraisal, CPD and inspections, and should be the basis of the issue and renewal of practicing certificates.

The standards framework has six 'areas of practice' which capture the principle areas of responsibility of education professionals. Within each area of practice, a number of standards were described and, for each standard, descriptors were developed that would enable individuals to demonstrate that they met each of the standards. The standards are expected to make a difference in the performance of teachers.

This is seen in the way various provinces perform in national exams. For example, in the recent results as presented by Minister of General Education, Honorable David Mabumba,

The Zambia Education Sector Support Technical Assistance (ZESSTA) has been helping the Ministry of General Education's Directorate of Teacher Education and Specialized Services and its partners to address concerns about teacher performance through the development of national professional standards for teachers, school leaders and teacher educators. <https://www.britishcouncil.org.zm/>,

Similarly, one of the functions of the Teaching Council of Zambia is to develop, promote and uphold national professional standards for education professionals. It has been really important to work with our colleagues in the Ministry, the Teaching Service Commission, with private education providers and with the teacher unions to develop a first draft of the standards which we can use as the basis of a broad national consultation exercise. ZESSTA has been supporting these activities too as there are also concerns about underperformance, especially in government schools, where leadership is sometimes weak, appraisal arrangements are uneven, staff development is unfocused and poor behavior and attendance is not properly addressed. The Teaching Council of Zambia was established specifically to improve the professionalism and performance of teachers, teacher educators and head teachers across the country. The Council is required to register all educators and to renew their practicing certificates every three years to confirm that standards of behavior and performance are acceptable. (ACT,2013). On the renewal of licenses, appointment and induction, performance appraisal, CPD and inspections would be used as a basis for renewal. A teacher who does not attend CPDs would not have their licenses renewed.

ZESSTA has worked with TESS and the Teaching Council to identify how portfolios of evidence could be maintained by head teachers to demonstrate whether they are meeting the standards and

how such portfolios could be used in the periodic renewal of practicing certificates for head teachers. <https://www.globalpartnership.org/users/zessta>

Around 80% of countries assess learning. However, because they are based on different methodologies the results cannot be compared internationally.

The Ministry of General Education (MoGE) requested support from the Zambia Education Sector Support Technical Assistance (ZESSTA) facility to develop the National Learning Assessment Framework (NLAF). This called for uniformity in the methodologies and content. And in 2013 Zambian Education Curriculum Framework (ZECF) set out what learning is expected to take place in schools throughout the country. The next step was to develop a framework that established how that learning should be assessed.

However, its effective implementation required that teachers understood the framework without which implementation would be a challenge. A pre-service training module for assessment was developed by representatives from the colleges of education and universities responsible for teacher education, as well as MoGE officers from the Teacher Education and Specialised Services (TESS) Directorate. The pre-service module was piloted in seven colleges and two universities and has now been redrafted taking account of meaningful feedback from teacher educators and trainee teachers. It has since been approved for national roll-out by the Director of TESS.

Despite great progress in the last few years, millions of children are still denied their right to education. Restricted access to education is one of the surest ways of transmitting poverty from generation to generation. Education is a vital human right, enshrined in the Universal Declaration of Human Rights and the United Nations Convention on the Rights of the Child. Every girl and every boy should have the right to a quality education so that they can have more chances in life, including employment opportunities, better health and also to participate in the political process. This aspiration is only possible if teachers themselves are competent and effective in their classroom practice. <https://www.globalpartnership.org/users/zessta>

Global Partnership for Education considers education as a vital human right and plays a key role in human, social, and economic development. Hence the birth of CPDs in schools so that there is learning through-out at individual or group levels as seen in figure 2.

CPDs stimulate professional growth and development of teachers. They help teachers to improve teaching skills as well as ability to make more informed decisions. Formally adopted at the UN General Assembly in September 2015, the Global Goals for Sustainable Development frame the global development agenda for 2016-2030 on education aims to ensure inclusive and equitable quality education and promote lifelong learning opportunities for all.

Since its introduction, most serving teachers have already had some professional development in assessment for learning as part of the training on the use of the Teachers' Curriculum Implementation Guide. CPD was well received at the beginning around the country and one teacher commented: *“So this is what we should have been doing all along.”*

Similar reactions were reported by teacher educators and trainee teachers involved in the pilot of the pre-service module. The training was described as *‘eye-opening’* and colleagues from colleges and universities stressed that they themselves had learned a lot.

Good teachers are essential to solving the global learning crisis and closing the gap between poor and good quality education. Therefore, it is vital that all children have teachers that are well-trained, motivated, are able to identify weak learners, and are supported by well-managed education systems.

Benefits of quality education

Education reduces poverty, boosts economic growth and increases income. It increases a person's chances of having a healthy life, reduces maternal deaths, and combats diseases such as HIV and AIDS. Education can promote gender equality, reduce child marriage, and promote peace. In sum, education is one of the most important investments a country can make in its people and its future.

(Global Partnership report)

Education promotes stability, good governance, and peace. It can also provide a visible sign of a return to normalcy for children.

Educated girls and women tend to be healthier, have fewer children, earn more income and provide better health care for themselves and their future children. These benefits also are transmitted from generation to generation and across communities at large, making girls' education one of the best investments a country can make.

‘Educational supervision positively correlates with the professional development of teachers’. Many scholars seem to agree that there is a positive effect of educational supervision on teachers’ professional development. The Global Partnership for Education supports 65+ developing countries to ensure that every child receives a quality basic education, prioritizing the poorest, most vulnerable and those living in countries affected by fragility and conflict.

We have seen this from ZESSTA and the Global Partnership for Education that there are benefits in quality education. All efforts made and money spent on trainings, meetings, workshops just to add value to the teaching profession, show that investing in education is beneficial.

Supervision aims at helping the supervisee improve to improve practice. There is a relationship between Educational supervision positively correlates with the professional development of teachers. Both aim at helping a novice to get better at practice. In supervision, and particularly clinical supervision, the ultimate goals are to ensure that the supervisee is using skills appropriately and properly while being mentored by a seasoned professional. While professional development of teachers is looking at use of planned educational activities practiced both within and outside school, primarily to develop or upgrade the professional knowledge, skills, attitudes and performance of teachers.

Conclusion

In conclusion modern times require continuous value addition and not being a liability in the organization. Every teacher should make sure that they keep up to date with the current happenings

to grow their profession through CPD activities. Teachers should show pupils the way just like they themselves were at one time helped to grow professionally, but the journey remains theirs. It is important that individuals change the way of doing things in order to remain relevant. This is even more beneficial to teachers so that they remain relevant to the school system. One way of making sure that you are continuously learning is to take CPD seriously as individuals as well as schools.

Presentations

Spell Out the Payoff for the Audience. If you're presenting information, give lots of attention to describing its relevance and applicability rather than telling every little detail. If you want the audience to accept a change you're announcing, focus on the benefits for them.

Keep it short

Present with energy

Present with passion

In service training

The expression “**in-service training**” refers to **training** of persons already employed while “**Pre-service**” means before a person 'enters **service**'. Every teacher should look for opportunities for studies. This is because with time, knowledge becomes sterile. Do not be content with the certificate you have because the younger generation will take your place one day. Training may be in a particular skill or upgrading completely. Twenty first century skills call for continuous learning.

The roles of a Head of department

If you are a head of department in a school, you will be responsible for record management, stock taking, budgeting and purchasing materials for use in the teaching process on behalf of other members but of course in consultation with them. As an imprest holder, make sure proper receipts are obtained so that the money can be retired. Mobilizing resources may not be easy if the school does not support the department. You may have to use other options such as fundraising or levying pupils both in kind or paying a fee. Let management be aware of any plans you intend to use so you are supported. You can do piece work with children too. However, at the end of the day, there is need for accountability. ***Do not eat pupils' money of food.***

Standard officers

Standard officers might pass through to check on your work. These are based at the district or provincial offices. They too are expected to help with quality control as well as professional development.

HEAZ- Home Economics Association of Zambia

This organization has been in existence and active since time immemorial. It has an international world federation to which all teachers of Home Economics can affiliate. (IFHE) - International Federation for Home Economics. It all begins at school level, district, and provincial then, national. Every year there is a National conference hosted by different provinces. The IFHE is held every 2 years and is hosted by any country in the continent while the world organization is every 4 years hosted by different continents. Find time to learn more from the members about its roles and activities.

The birth of the subject

The history of home economics cannot go without the mention of Mable Show, a missionary's wife who organized women to teach them how to cook, clean and other home skills.

Home Economics Association of Zambia (HEAZ) is one of the many subject associations that exist in Zambia for teachers. Some are not as active as this particular grouping of specialists. Membership is by paying a membership fee.

To begin with this association was established way back in the 60s as a club in Lusaka. The organization is a non-partisan body whose membership is open to experts in the areas of economics, business administration and related fields. The association usually conducts workshops aimed at updating its members with the latest information in the subject. The association is so important in the twenty first century in that it can be used to upskill members with latest technologies and the 21st century skills among others. It's worth noting that technology has been a major role in transforming the lives of the people and the continent at large. Hence it's for this reason that the Association aims at giving the best techniques to the membership by ensuring there is good and systematic way of running the association which also in turn benefits the learners and the Nation in particular. (Burns R. 2008)

In addition, members of this association do interact at global level once in four years or twice in two years at continental level to exchange skills. This has been a notable impact on the lives of the people and the nation at large. This is also done by ensuring that they conduct some minor cookery knowledge debate and even test which usually help them to come up with other best ways to run the Association. This is a notable aspect especially in the 21st century as it leads to proper and collaborative working systems which in turn leads to effective methods of managing various challenges which might occur within the association or even the country in particular. (Robertson 2009).

Locally, the association takes advantage of its meetings at various levels to update its members on professional issues such as planning for work, setting and marking tasks to state but a few. This has become more important now that assessment has been taken to school level for practical. It's no longer the responsibility of examination council, ECZ to set exam questions for practical assessments.

Summary

Home economics, domestic science or **home science** is a field of study¹¹ that deals with the relationship between individuals, families, communities, and the environment in which they live. Home economics courses are offered internationally and across multiple educational levels. Home economics courses have been important throughout history because they gave women the opportunity to pursue higher education and vocational training in a world where only men were able to learn in such environments. In modern times, home economics teaches people of all genders important life skills, such as cooking, sewing, and finances. With the stigma the term “home economics” has earned over the years, the course is now often referred to by different terms, such as “family and consumer science.

Unit 3

The Teaching Council of Zambia (TCZ)

The Teaching Council of Zambia (TCZ) is a Statutory Body established through an Act of Parliament, the Teaching Profession Act No. 5 of 2013.

The Teaching Profession Act No. 5 of 2013 mandates the Teaching Council of Zambia to provide for the regulation of teachers, their practice and professional conduct;

- Provide for the accreditation and regulation of colleges of Education.
- The Act outlines procedures to guide the registration of teachers and accreditation of Colleges of Education.
- The Act further explains the importance of registration for all in the Teaching Profession and states that no person shall be allowed to practice as a teacher/educator unless he/she is registered with the Teaching Council of Zambia.

Registration

As stated, no teacher will be allowed to practice without a license. To get this license, all teachers are expected to register by filling in a form for teacher registration. The form is available online.

Licensing

This is a process by which prospective educators get teacher licensing to teach within a given area after completing required coursework, degree or any other specialized criteria. The license is valid for a period of three years after which every teacher should renew. Renewal will depend on the credit points one attends through CPDs and assessment of standards. For students, a STEA (students teaching experience authority) will be issued for the period of the training to enable them practice in any school, private or government.

Creation of the Teaching Council of Zambia

The creation of the teaching council in Zambia dates back to 2011 following a number of concerns which arose such as code of conduct and conditions of service as compared to other professional bodies. According to the service commission regulations of 2003, a public officer means an officer serving in the public service. Teachers and other public service officers have never been treated equally despite the fact that they are both public service employees. The question one may ask is why government officers serving the same clientele are remunerated differently.

To qualify to be a profession, any group of people aspiring to be recognized as a professional body calls for an understanding of what a profession is. Professionalism is a term that refers to an individuals' conduct at work or competence in a given field as a result of specialized training. (<https://www.vocabulary.com>). A professional person is expected to behave in a certain way that is accepted by the regulatory body. The expectation of the society equally is for a profession to behave in a certain way that is considered right.

Stephen (2004) discusses how our lives are affected by habits. He says habits are powerful factors in our lives because they are consistent, often unconscious patterns; they constantly, daily express our effectiveness or ineffectiveness. (Stephen 2004:46). Why are talking about habits? This is to already show how what we repeatedly do can affect our conduct. It may not be as a result of training but also true is that professional conduct can be learnt. What is required it consistence and always reminding individuals to observe the rules. Eventually this becomes part of them. For professionals, managing ones' conduct is very important for integrity and trust.

The role of a governing body therefore, is to make sure that regulations provided for are followed.

On the training factor, a high number of certified teachers in primary school as at 2005 implied that the majority of the teaching force was trained. (MOE 2005) According to the Report on primary education in Zambia in 2005, the majority of teachers received adequate training. This qualifies them to fight for becoming a profession. However, this is not the only requirement; it includes the need to have a professional body to regulate which was not there. The training duration for first level qualification, has equally been increased to 3 years in Zambia in order to compete favorably in the region. This change may still be challenged as simply to say initial training should be adequate is relative.

Simuyamba,(2015) has describe a profession as being intellectual and practical. He adds to say that it can be learnt as it is based on knowledge and not merely routine. Professionals should also be people who work for society. He is someone with specialized knowledge. To justify teachers as professional, he adds experience and in-service training to the training duration requirement. Thereby allowing teachers with diploma and experience to qualify together with those who get degrees with a duration of four years training.

It was therefore necessary to create a governing body that would regulate the conduct of the teaching profession. The birth of the teaching council in Zambia is a step in the right direction to provide a code of ethics to the profession as well as regulate the profession. However, there is more to it than just having this regulatory body. (ACT No. 5 of 2013)

A lot has been said by the teachers on the creation of the teaching council, some have complained about the fees, its usage and accountability. While the public might have expressed gratitude at the creation of the teaching council as they have complained of unprofessional behavior among teachers.

Parents are equally happy that private schools which were fond of employing unqualified teachers would now stop.

Barriers to professionalism at individual level

The teaching council is to orient teachers as well as distribute the code of conduct to teachers. For as long as they don't have the code of conduct, it may be a challenge to manage them. There is need to continuously orient the newly deployed teachers so that they are aware of what is expected of them by the teaching council.

The requirement that training should be adequate, teachers in Zambia have varied training durations. Some underwent a two-year training program, others what may be referred to as one year, while lately we have a three-year diploma program. Other teachers have a four-year degree certificate. This difference may make some teachers to have a sense of not belonging. There may be need to revisit the duration of training or clearly state in the requirements how long this duration should be to qualify to be a profession than simply saying a long duration of training.

The salaries teachers get are equally a separating factor. Basic school teachers, primary school teachers and preschool teachers are all teachers but their salary scales make them different from one another. Belonging to the same professional body may be a challenge. In Zambia, teachers' conditions of service are fought for by different unions, unless teachers belong to one union, achieving oneness as a profession may still remain a dream.

Barriers to professionalism at group level

The other criterion used to determine a profession is Autonomous, meaning this professional body should be able to stand on its own. It is not possible currently as more than half of the members of the teaching fraternity are paid salaries by government. It may take a while to become independent. Even if the teaching council has been formed, it does not make teaching a profession based on the fact that it has no capacity to employ and pay teachers.

The issue of examination malpractice also paints the profession a negative image. It may mean that teachers are not competent hence the leakages. It questions the character or conduct of teachers. A professional has credible conduct. Therefore, it compromises the caliber of teachers in general even if the root causes of these malpractices may not all point to teacher incompetence but to some extent, society doubts the caliber of teachers being channeled out of training institutions today.

At group level, there is also need to look into the issue of remuneration. If teachers have to compete with other professions, there is need to be well paid and their conditions of service improved. Otherwise society will continue to look down on them.

The Teaching Profession Act No. 5 OF 2013, 147

This Act was assented to in 2013 and in 2014 a governing council was inaugurated. The Act mandates the teaching council to provide for the regulation of teachers and their practice to make sure that teachers conduct themselves professionally. To do this, it is a requirement and law for teachers to register. It has been stated in the Act that no teacher shall be allowed to practice as a teacher unless they are registered. Currently, teaching council is registering teachers and certifying them to practice. This message has been posted on the website and the council has also conducted orientations at different platforms to inform the public about these requirements.

According to the teaching council, its vision is to promote professionalism in education. To promote quality in education, the council is making all efforts to regulate, register and certify teachers who should practice. The council has also provided for an online registration platform to speed up the process. So far, reports indicated a number of teachers who had fake qualifications and have since been removed from the system.

A schedule of fees for teacher registration and the practicing license can also be accessed on the website. This is in an effort to have teachers who are well trained because the council does accredit

both the training program and the institutions that provide this training. Accreditation process that the courses and content has to be approved, who is to provide the training in terms qualifications and also the availability of facilities to train teachers effectively. This is necessary because running education institutions has now become a business following the declaration of a liberalized economy by the second republican president, Dr. Fredrick Chiluba, MHSRIP, in 1991. (MOE 1996)

The teaching council has since managed to come up with a code of conduct for teachers which can be cited as the Teaching Profession (Code of Ethics), regulations, 2018. This was made in consultation with the Teaching Service commission drawing its mandate from section 45 of the Teaching Profession Act, 2013.

The following are the values to be upheld by teachers: -

- Integrity and honesty
- Impartiality and objectivity
- Excellence and professionalism
- Loyalty and respect
- Accountability
- Confidentiality
- Selflessness
- Dedication and
- Commitment

These values describe how a teacher should relate to pupils or learners, fellow teachers and parents. Secondly, it outlines their job description. However, this code of conduct does not spell out what the consequences of mischief or not following these regulations are on the teacher. What is expected is to refer back to the Teaching Profession Act, 2013, section 45 on disciplinary matters for penalties. The two documents therefore, should be used side by side.

Penalties

Activity: you may want to consult other teachers in the profession to understand what is meant by units as used by the code of conduct and disciplinary code. It will be helpful to find out also how these cases were addressed in the past.

With regards to poor attitude towards work, each registered and certified teacher should be served with a copy of the Code of Ethics and Conduct for the Teaching Profession in Zambia. All teachers should read that document and adhere to its provisions. Furthermore, a new orientation towards work must be created among teachers. This means that teachers must develop a healthy attitude to teaching and good discipline towards work. Additionally, it is hoped that teachers will be well remunerated in order to boost their morale.

Standards for teacher assessment

Teacher assessment is a new thinking coming to help bring sanity to the profession. Practicing teachers will be expected to score credit points for renewal of their license every 3 years. Necessary for this will be CPDs and teaching. In teaching, teachers will be expected to plan effectively and show evidence for this in order to score points.

This therefore implies that the Teaching Council of Zambia will eliminate all those masquerading as teachers without the stipulated minimum requirements for teaching. Once this happens, the Zambian ministry of education will be moving towards teacher professionalism.

Teacher unions

Zambia has four registered teacher unions namely: - **ZNUT, BETUZ, SESTUZ and PROTUZ**. Meanwhile, NUPPEZ (**National Union of Public and Private Educators of Zambia**) is the fastest growing teachers' union in Zambia and stands for quality representation of its members born recently.

From time to time we have heard of unions merging such as this one in the recent past. Four **teacher unions** have merged to form a new **union** called the **Zambia Teachers Union (ZATU)**. The four **unions** are **Zambia National Union of Teachers (ZNUT), Secondary School Teachers' Union of Zambia, SESTUZ, BETUZ and PROTUZ**.

The Role of Teacher Unions

Teacher unions are a vital stakeholder in education. Over the past few years they have played an increasing role in teacher development and the debates around the professionalisation of teachers.

Unions amplify the voices of working people on the job:

When working people come together to negotiate, it means they are more likely to have their voice heard, which means they are more likely to win wage increases, better access to health care and workplace safety, more reasonable and predictable work schedules, and more satisfactory avenues for settling workplace disputes.

Democracy is strengthened when more working people are union members: Unions fight not only for their own members, but for laws that benefit all working people, from things as diverse as Social Security and child labor laws to voting rights and the minimum wage.

Unions reduce inequality and help middle- and low-wage working people obtain a fair share of economic growth:

Unions have a strong positive effect not only on the wages of their members, but also on the wages of nonunion members. Unions help boost the wages of middle- and low-wage occupations more than high-income ones, thus reducing inequality, which in turn helps boost the economy.

More specifically, unions help reduce wage gaps and increase wages for women:

Through a variety of methods, unions make it easier for women to obtain equal pay for equal work. Things like establishing pay transparency, correcting salary discrepancies, making raise and promotion processes clearer, and helping pursue justice for workers who have been discriminated against are major tools in the pursuit of worker equality.

Union workplaces are safer and all workplaces are safer because of unions:

One of the key reasons that working people organize into unions is to improve workplace safety. When a workplace is unionized, working people are better able to negotiate for even safer workplaces.

Corporate lobbyists and their lawmaker friends are dismantling the rights of working people:

Many states have cut public-sector wages and benefits. States and localities are frequently abandoning the promises they made to retired workers and abandoning pension obligations. These and a variety of other tactics are widespread and growing. The best way to fight back against these trends is through stronger unions.

As long as we remain divided, it will be difficult to become a professional body.

Summary

Going forward, it is hoped that this screening process will continue at all levels to curb unprofessional conduct. Professional teachers are expected to be well trained, skilled people that are reliable and competent. They should also be ethical in their conduct.

Unit 4

Time management

- Time planning

Tips on Time Planning

Prior to actual practical work, one needs to sit down and think about how the work can be done. In home economics, this thinking does not end at this level, a written document is then produced showing requirements, order of work and a shopping list. This is referred to as a time plan. A time plan is a lay out of activities one intends to do at a given time.

Learning Outcomes

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

- Select suitable dishes to suit a given scenario
- Write a time plan
- Follow a schedule of activities
- Manage time
- Carry out practical tests
- Conduct a practical exam session

Activity

Think for a minute why time should be planned?

Ask a few colleagues about the same and see if you will get the same reasons.

Planning how one intends to use his time is good for many reasons; - did you say---

- Reduces the incidence of accidents
- Saves energy
- Saves time
- Can also be economical on fuel

Points to remember

It is important to study the task at hand.

Read the question carefully

Make sure you understand what the question is asking you to do

Think about the best way of answering the question

Underline the key activities. Try the following sentence: -

You are expecting friends to join you celebrate your birthday,

- a) Prepare a selection of 4 dishes for the party one of which should be a celebration cake
- b) Include a beverage to be served to your guests
- c) Vacuum clean a carpet for the foyer
- d) Make a banquet flower arrangement for the hall

Underline the key words

Choose dishes carefully

This helps one to understand the question better. For the teacher it is advisable not to assign test questions to learners to avoid suspicion of favouritism, it is better to do a raffle where test numbers are written on pieces of paper and learners pick without knowing the questions.

When this raffle is done, go straight to your question to avoid wasting time. Quickly answer question on a rough paper, select dishes making sure they answer the question. Do not choose the dishes you like, choose the best that answer the question. The dishes should be interesting, colourful, varied in texture, flavour and appearance. Note that some dishes do not go well together such as pumpkin leaves and rice, kapenta and raw nuts.

You are also allowed to take recipe books into the examination room but you will be wiser to limit these to your own recipe notebook with well-tried recipes. It is time wasting to browse through unfamiliar recipe books.

Page 1, dishes chosen, should be written starting with protein dishes especially those for the main dish, followed by starch, vegetables then lastly, beverages.

Laundry, which is anything to be washed, write under this sub title. Describe fully, making sure you state the type of fabric and colour. Example: laundering a dirty, coloured cotton dress. This will help you state the required laundry materials correctly.

Housewifery, any cleaning, such as rooms of the house, shoes, shelves, bags and so forth. Also includes care for the sick and first aid. It is important to state clearly what is to be done such as: - thorough or weekly or daily cleaning of, or may use special or occasional cleaning. This helps to determine cleaning materials required.

Housecraft is for any item to be made such as gifts, cards, household items etc.

Once this is done, it is advisable to pick two separate sheets of paper and compile a shopping list. In case you do not manage to complete your plan of work, the examiner will allow you to carry out the exam as ingredients would have been bought for you. This does not however mean that this is the next page; it is attached at the far end of the carbon copy while the original copy is handed in separately.

Write a rough plan by simply enlisting the things to be done and how you would like to do the work. Give priority to the works that require more time such as steaming, drying as for laundered articles if heavy and if on a bad day in terms of weather.

Example

Wash the woolen jersey

Make steamed sponge pudding

Make lemonade

Prepare brown stew

Boil potatoes

Clean a silver trophy

Make sauce for pudding

Press jersey

Prepare boiled rape

Clean up and display everything

This is just an example

Sub heading, detailed plan. This is where you will give details of how you will do what. Stating time, order of work and special points, this is written in a table form as follows:

Detailed plan

Time taken	Order of work	Special points
This activity is given 15 minutes Examiner may give this time outside exam time.	Always begin as follows: Wash hands, put on coat, collect equipment	
0800 -	<ul style="list-style-type: none">• Shake and check article, measure• wash in warm soapy water	Compare measurements pat back if stretched

	<ul style="list-style-type: none"> • Rinse twice in warm waters • Squeeze out as much water • Roll in a towel • Measure again • Dry flat 	
--	---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	--

Continue till all works are done. Remember it should be within the 4 hours. Write order of work and not recipes. Activities in practice overlap. You will not sit and wait till jersey is dry to start another activity. As one dish is cooking, you do something else, as such, write the way you will be working, hence, order of work.

In the special points column, write key reminders where necessary, such as check oven, damp, air, preheat and so forth.

When all activities are done, with cleaning up from time to time, enlist the equipment to be used.

Since the document is written with carbon paper, separate the two sets and arrange accordingly with the shopping list last on carbon copy while the original is handed in separately to the invigilators. Planning session for exams should be conducted a week before the practical exams commence to allow candidates prepare adequately. Those requiring babies should use the time to familiarise themselves with the baby. Use this time to practice privately if you are able to prepare the dishes which are unfamiliar. You may seek assistance but not from your tutors. For the dishes you did not finish writing the details for, study the methods as you will not be allowed to come with extra notes to the exam room. Examiners on the other hand, need this time to compile a shopping list for all requirements, apply for funding and do the purchasing.

Note that time planning is done in two hours only at teacher training and 1 and half hours at school level, as such one must work very fast, and that the plan should be taken seriously as it is marked and the marks add to the final grade

During the practical exam, you will get your plan back for use. Use it as a guide; do not be glued too much to it.

During the practical exam you will be expected to change your cookery coat to an apron from time to time depending on what you are doing. Use apron for any other works such as cleaning, laundry and first aid and coat for cooking

Marking a practical exam

If you are an examiner, take note of the methods candidates are using as you will need these comments when awarding marks. Do not interfere as it may affect some candidates, however, it might be necessary to do that in a friendly way to correct a candidate who may be making a terrible mistake.

Avoid comments which may disturb the work environment rather, guide in form of asking if the candidate really knows what he or she is doing. Ask if they are answering the question correctly too, just to make sure they correct themselves if possible.

Laundered articles should be checked before they begin the exam, also make sure that you feel the water temperature to avoid being cheated. Observe the use of equipment, candidates should use correct tools for the job and use them correctly. Professionalism should be exhibited in the manner of cutting for example, cut on the chopping board and not in the air.

During such an exam, observe how candidates hang articles for drying, which side they stand when hanging clothes such as on a windy day

Summary

Remember that the pupils will be allowed to search from any source of information during the planning session. However, they should be made aware that too much dependence on books will only delay them. Different schools face different situations therefore, holding practical exams may not be the same in all schools. In some schools, pupils have to bring almost everything to be used from home while others have everything from spoon to gas stoves for emergency when electric power goes off. Even when it comes to resources, some have challenges.

Unit 6

Retirement

According to Julia Kagan, (2020), retirement planning is the process of determining retirement income goals, risk tolerance, and the actions and decisions necessary to achieve those goals.

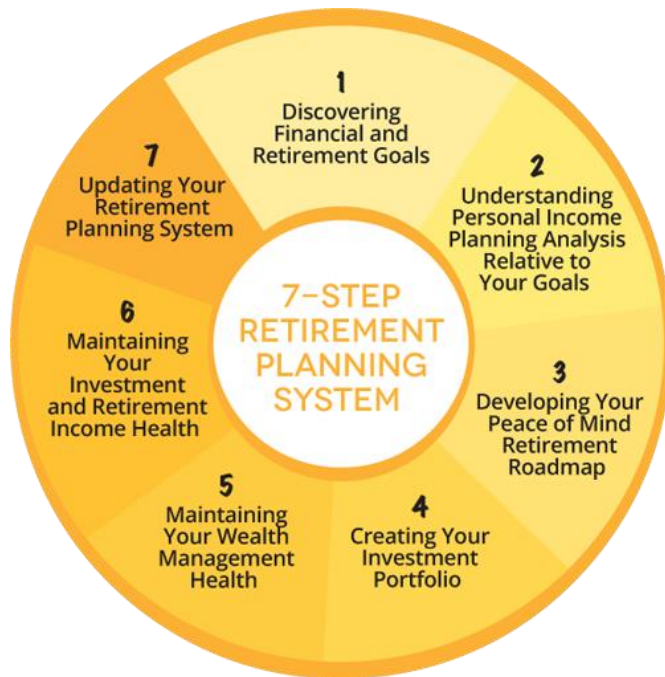
One day you will retire your cash flow will also reduce. Check retirement date on your pay slip. It is important to go for your 30days annual leave as you may not be able to trade them off for payment. Whatever you do during your leave, is what you will be doing when you retire. If all you do is to sleep or watch TV, then that's what you are likely do in your retirement. It is law in Zambia to retire at 55, 60 or 65. If you retire at 55, you will have energy to decide and use your package wisely. Reduce on Unnecessary Expenses such as debt, extravagances, or unnecessary shopping.

Retirement income planning:



Adopted from vision search

Retirement goals



Spend your after-office hours learning something that will benefit you in times ahead instead of sleeping, be productive. You will thank yourself for spending your time productively. If you have children, thank God but they are not your retirement investment. Don't bank on your children's support or the support of friends or relations. It may not happen. Be ready to take care of yourself!! Everyone has his own responsibilities. They won't be able to help you that much. You will also lose your dignity and respect if you adopt a life of begging.

Start something such as cake making, baking, sewing and deco, rearing chicken, restaurant, catering for functions, plant cash trees, rear goats, cultivate vegetables that attract more income even to supply to supermarkets or a selling business of some kind. Your practical skills can now be turned into marketable skills which you can depend on for some income.

Build yourself a home. Don't retire and start to rent a house or refuse to vacate government house. You will be at the mercy of your landlord at a time when your cash flow is not only reduced but unpredictable. Where possible, relocate to a less expensive town where your reduced take home can be adequate than staying in a big town or city Live a simple life but healthy.

Summary

Note that many of retirees die early because they are not prepared to retire, lack finances, or may develop depression, Hypertension/ Diabetes due to worries, anxiety and uncertainty plus financial pressures.

Unit 7

The Concept and Characteristics of Entrepreneurship

Entrepreneurship has been recognized as an essential ingredient of economic development for a long time in global history. However, the manner in which it has been exploited tends to vary from time to time. In France, the term entrepreneur was used in the early days for many leaders. Later, architects and builders of roads and bridges were called entrepreneurs.

In the 19th century it was applied to businessmen/ traders who bought and sold goods at a profit. Many equate it with starting one's own business. However, most economists believe it is more than that.

Who is an Entrepreneur

An entrepreneur is one who creates a new business in the face of risk and uncertainty for the purpose of achieving profit and growth by identifying significant opportunities and assembling the necessary resources to capitalize on them. Although many people come up with great business ideas, most of them never act on their ideas. Entrepreneurs do.

Researchers have invested a great deal of time and effort over the last few decades trying to paint a picture of “the entrepreneurial personality”. As such, the following is a brief summary of some characteristics that entrepreneur's exhibit;

- i. **Desire for responsibility:** Entrepreneurs feel a deep sense of personal responsibility for the outcome of ventures they start. They prefer to be in control of their resources, and they use those resources to achieve self-determined goals.
- ii. **Preference of moderate risk.** Entrepreneurs are not wild risk takers, instead they are calculated risk takers.

Entrepreneurship and life after retirement

Innovation and creativity

To beat the market as everyone may be selling cakes, be creative and innovative. You must have seen how the cake decoration has evolved of late. Invest in the business by buying the latest tools

for the job slowly even before you retire. Also invest in learning. To be creative you need to utilize more of your right side of the brain. You can be creative by:

- i. Always asking if there is a better way;
- ii. Challenging custom, routine, and tradition,
- iii. Being thoughtful;
- iv. Thinking a lot to generate a lot of ideas knowing one of them will work;
- v. Seeing an issue from a different viewpoint;
- vi. Seeing mistakes as lay by to success;
- vii. Realizing that there may be more than one answer to a problem,
- viii. Seeing problems as a source of new ideas;
- ix. Connecting unrelated ideas to a problem to generate innovative solutions;
- x. Looking at issues from a broad view
- xi. Combining efforts with colleagues in the system and sharing ideas

Setting up a business

Once you start thinking you will be generating hundreds of ideas. The tradition of keeping all the ideas in your head is not useful. Buy a note book. Write all the ideas that come into your mind in the notebook. The business idea you choose will be influenced by your strengths, weakness, likes and dislikes. The environment will also suggest to you whether the business idea is good or not.

Passing on the legacy

It's about **passing** on things of lasting value to those who will live on after us. **Legacy** involves living intentionally and aiming to build into the next generations for their success.

That is, a social, emotional and spiritual **legacy passed** on from parent to child. Every one of us is **passed** a heritage, lives out a heritage, and gives a heritage to our family. It's not an option. Parents always **pass** to their children a **legacy**.

This photo is of a father and a daughter and it has a powerful message.

If you have a child, biological or not, boy-child or girl-child; pass the baton to them. Don't let them have to start from scratch but rather pick up from where you left off. Give them the best education: not just formal education to University but also handed down wisdom, life lessons, informal truths, honourable family traditions, tried and tested principles and values. Let the ones who came after you go further than you. Have a clean hand over.



What is your legacy?

Your legacy can be living life in a better manner of how life dealt you. It is to live life on purpose to reflect the goodness of God who designed you on purpose, so as to give an example to those coming after you.

Today, if we don't intentionally pass a legacy consistent with our beliefs to our children, our culture will pass along its own, often leading to a negative end. It is important to remember that passing on a spiritual, emotional and social legacy is a process, not an event. As parents, we are responsible for the process.

Summary

To really succeed in life, our children need to learn more than management techniques, accounting, reading, writing and geometry. They need to learn the fine art of relating to people. If they learn how to relate well to others, they'll have an edge in the game of life. In order to prosper, our children need to gain the insights and social skills necessary to cultivate healthy, stable relationships. As children mature, they must learn to relate to family members, teachers, peers and friends. Eventually they must learn to relate to coworkers and many other types of people such as salespeople, bankers, mechanics and bosses, especially the extended family.

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