Republic of Namibia

MINISTRY OF EDUCATION

UPPER PRIMARY PHASE
JUNIOR SECONDARY PHASE
SENIOR SECONDARY PHASE

NATIONAL SUBJECT POLICY GUIDE
FOR AGRICULTURE
GRADERS 5-12

2009
TABLE OF CONTENTS

1  INTRODUCTION .............................................................................................................1
2  AIMS OF THE NATIONAL SUBJECT POLICY GUIDE ......................................................1
  2.1 AIMS OF THE SUBJECT ..............................................................................................1
3  SUBJECT-SPECIFIC ISSUES ..............................................................................................2
  3.1 The Composition of Phases and Appropriate Grades ......................................................2
  3.2 Time–tabling ..................................................................................................................3
  3.3 Syllabuses .......................................................................................................................3
  3.4 Schemes of Work ............................................................................................................4
  3.5 Written Lesson Preparation (Sample format in Annexure 1) .............................................4
  3.6 Homework .....................................................................................................................4
  3.7 Maximum time on task ..................................................................................................5
  3.8 Teaching and Learning Materials ..................................................................................5
    3.8.1 Teachers’ Manuals/Guides ......................................................................................5
    3.8.2 Other Resources (including ICTs) ...........................................................................6
    3.8.3 Classroom Displays and Arrangement ....................................................................6
    3.8.4 Textbooks ................................................................................................................6
    3.8.5 Exercise Books ........................................................................................................7
    3.8.6 Specialised Equipment, Practical lessons and laboratories ....................................7
  3.9 Assessment ....................................................................................................................7
  3.10 Marking and Moderation .............................................................................................8
  3.11 Learner-Centred Education (LCE) ..............................................................................8
  3.12 Popularisation .............................................................................................................9
  3.13 Continuous Professional Development ........................................................................9
4  SUBJECT MANAGEMENT ISSUES ..................................................................................9
  4.1 Line Management .........................................................................................................10
    4.1.1 The Principal ..........................................................................................................10
    4.1.2 Head of Department ...............................................................................................10
    4.1.3 Subject Head ...........................................................................................................10
    4.1.4 Subject Teacher ......................................................................................................12
  4.2 Monitoring Learners’ Written Work/Homework ............................................................13
  4.3 Subject Meetings and Class visits ................................................................................13
    4.3.1 Subject meeting ......................................................................................................13
    4.3.2 Class visits .............................................................................................................14
  4.4 Managing Subject/Phase Materials ..............................................................................14
    4.4.1 Managing materials ...............................................................................................15
    4.4.2 Procedures ...............................................................................................................15
    4.4.3 Subject classroom, store room, laboratories and security regulations ..................15
  4.5 The Advisory Teachers ................................................................................................16
  4.6 Cluster Subject Groups ................................................................................................16
  4.7 Teachers’ Resource Centre (TRC) and School Library ................................................16
  4.8 School-Based Studies ..................................................................................................17
5  OPERATIONAL FILES ......................................................................................................17
  5.1 Preparation File ...........................................................................................................17
  5.2 Administration File .......................................................................................................18
  5.3 Resource File ................................................................................................................19
  5.4 Subject File ...................................................................................................................19
  5.5 Question Paper File ......................................................................................................20
Annexure 1: Example of Lesson Preparation Format ..............................................................i
Annexure 2: Example of a Year Planner .................................................................................. iii
1 INTRODUCTION

Subject/phase teachers should regularly consult this document to ensure that they teach within the guidelines of the Ministry.

The success of a teaching programme to a large extent depends on effective subject management. The purpose of this subject policy document is to guide subject management in the school, but it simultaneously strives to leave scope for each individual teacher to take initiative, especially in presenting subject content and facilitating learning.

This subject policy guide is applicable to Agriculture/Elementary Agriculture in the Upper Primary, Junior Secondary and Senior Secondary phases in all government schools in Namibia. It is essential for subject teachers to consult the National Curriculum for Basic Education constantly to ensure that they teach within the guidelines of the Ministry.

Apart from the guidelines in this document, there are certain issues which will be dealt with in each school’s own internal subject policy, e.g. guidelines concerning the submission of examination and test papers, moderation and typing of papers, etc.

2 AIMS OF THE NATIONAL SUBJECT POLICY GUIDE

This document is the official subject policy guide for Agriculture/Elementary Agriculture. It makes provision for a well-organised and practically orientated programme in the teaching and management of Agriculture/Elementary Agriculture in the school and aims to:

- provide guidelines for subject managers in controlling teaching and learning activities
- guide teachers in organising their administrative duties and in planning teaching and learning to meet the expectations of the national standards and performance indicators
- provide guidelines for the effective teaching and management of Agriculture/Elementary Agriculture in the Upper Primary, Junior and Senior Secondary phase at National level
- list some roles, responsibility and accountability of the department heads, subject head and teachers within the Agricultural department of the school
- along with existing manuals, policies, guides and procedural documents (as listed in the appendix) provide an effective teaching situation for the subject.

Aims of the subject

The aim of teaching Agriculture in schools is to provide scientific background for our learners with the hope of producing the much needed scientists and agriculturalists for the country. The main focus of introducing the subject in schools is to lay a foundation for the development of human resources as the basis for further studies at tertiary level, occupation or self-employment. The Namibian society needs to be scientifically literate and acquire entrepreneurial skills if they are to cope up with challenges of appropriate global technology and economic advancement of the country. The subject Agriculture within the natural sciences area promotes the following specific aims in the Namibian curriculum:

- to acquire understanding and knowledge in Agriculture through a learner centred approach;
• to acquire sufficient understanding and knowledge to become confident citizens in a technological world;
• stimulate interest in, and care for, the environment;
• to develop knowledge, understanding, creativity, practical and experimental skill in preparation for meaningful and adult way of life;
• create an awareness among learners on how they can use agricultural skills for entrepreneurship and self-employment
• to demonstrate the value of agriculture to the family and community and to show how improved agricultural practices can contribute to the world-wide freedom from hunger.
• to provide an important element, together with other science disciplines and mathematics the background that is required for more advanced studies in Agriculture.

3 SUBJECT-SPECIFIC ISSUES

The effective teaching of Agriculture requires well qualified teachers in the field of Agricultural education or teachers who have received adequate in-service training in the subject. An additional requirement for teaching agriculture includes commitments, dedication and hard work as the subject may at times require hard labour from both teachers and learners. It is therefore important that school based staff development programs should be arranged on a regular basis to ensure that all subject teachers develop professionally.

3.1 The Composition of Phases and Appropriate Grades

According to the National Curriculum for Basic Education, Agriculture is offered is offered in three phases as follows:

• Upper Primary Phase (Grades 5-7) with Internal Examination or Tests offered at regional, cluster or school level
• Junior Secondary Phase (Grades 8-10) with National Examination Offered in Grade 10
• Senior Secondary Phase (Grade 11 &12) with National Examination leading to the Namibia Senior Secondary Certificate (NSSC) on Ordinary level.

Note: The NSSC is internationally recognized and accredited by Cambridge International Examinations (CIE) and issued by the Ministry of Education (MoE).
3.2 Time–tabling

- The allocation for Junior Secondary time periods as set out in the Curriculum for Basic Education are as follows:

**GRADES 5–10**

<table>
<thead>
<tr>
<th>SUBJECT</th>
<th>5 DAY CYCLE</th>
<th>7 DAY CYCLE</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>8 periods x</td>
<td>7 periods x</td>
</tr>
<tr>
<td></td>
<td>40 min</td>
<td>45 min</td>
</tr>
<tr>
<td>Elementary Agriculture</td>
<td>3</td>
<td>-</td>
</tr>
<tr>
<td>Agriculture</td>
<td>4</td>
<td>5</td>
</tr>
</tbody>
</table>

**GRADES 11 – 12**

<table>
<thead>
<tr>
<th>SUBJECT</th>
<th>5 DAY CYCLE</th>
<th>7 DAY CYCLE</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>8 periods x</td>
<td>7 periods x</td>
</tr>
<tr>
<td></td>
<td>40 min</td>
<td>45 min</td>
</tr>
<tr>
<td>Agriculture</td>
<td>6</td>
<td>7</td>
</tr>
<tr>
<td>Field of Study:</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Subject 1</td>
<td>6</td>
<td>7</td>
</tr>
<tr>
<td>Subject 2</td>
<td>6</td>
<td>7</td>
</tr>
<tr>
<td>Subject 3</td>
<td>6</td>
<td>7</td>
</tr>
</tbody>
</table>

It is stated clearly in the curriculum for formal education that, different ways of organizing teaching and learning will need flexible time tabling, using different periods. Since Agriculture is a subject that requires practical work, consecutive periods (a double period) on the school timetable could provide enough time for practical activities.

3.3 Syllabuses

A syllabus is a course description for a subject within the curriculum. It is a concise and general statement of intended learning which describes the following:

- the *purpose* of the subject - these are the rationale and aims which give the reason for and direction of the course
- the *content* of the subject - this is described in terms of themes and topics. In language syllabuses the language skills are the themes and topics
- *objectives*, defined in terms of what learning is intended to happen at the level of a subject
- *competencies* are the significant cognitive operations, skills, attitudes and values which all learners should be able to demonstrate, and which can be assessed
- *assessment* describes how learner achievement will be assessed and how the course will be evaluated

[Please note: The terms *General Objectives* (for Objectives) and *Specific Objectives* (for Basic Competencies) are being used in Senior Secondary syllabuses].
Teachers should be well-acquainted with the syllabus content and teach the syllabus, not the textbook. All syllabuses of a subject/phase should be in the Subject File. However, only the syllabuses of the grades the teacher teaches should be in the teacher’s Preparation File.

3.4 Schemes of Work

A scheme of work is used by the subject teacher to plan teaching and learning for the year and is divided into terms. The scheme of work must be developed from the syllabus and not from the textbook. If the syllabus changes the scheme of work must be adapted accordingly. Schemes of work must be developed at the beginning of the year and each grade should have an own scheme of work for Agriculture.

The scheme of work should be kept in the Preparation File and a copy for reference in the Subject File. Provision should be made in the scheme of work to mark off subject matter completed, and this should be done on a weekly basis. Management should monitor progress on a regular basis.

3.5 Written Lesson Preparation (Sample format in Annexure 1)

Although the format of lesson preparation differ from school to school and the control of the preparation thereof differ too (monthly, weekly or even daily) it is important that the subject head and Head of Department have a mechanism in place to evaluate the lesson preparation. Lesson preparation is an essential aspect of teaching and all teachers irrespective of their experience in teaching should adequately prepare their lessons. Daily or weekly written preparation should be done on a template provided by the school, well in advance of delivery of a lesson in a classroom. Subject/phase teachers can do lesson planning together where applicable.

A successful lesson plan should include the date, time, theme and topic, teaching and learning materials, lesson objectives and basic competencies to be achieved. For the presentation part of the lesson the following should be planned: a short, appropriate introduction, monitoring of homework done, presentation of the subject content and a suitable conclusion. Compensatory teaching and continuous assessment should be part of the lesson plan. It could include differentiated written work, tasks, assignments, exercises and homework activities. Provision should be made in every subject for activities to improve learners’ skills in English reading, writing and spelling (i.e. English across the curriculum).

After lesson delivery the teacher should write critical reflections on the lesson, noting how teaching strategies could be changed to meet the lesson objectives. The lesson should then be filed for future adaptation.

3.6 Homework

Quality homework is a very important tool for academic success. It strengthens the teacher’s efforts in class and enhances the learning process. The principal, in collaboration with the hostel superintendent concerned, must arrange study periods for hostel learners. Learners should be given well-planned homework every day which must be marked by the teacher of Agriculture. Frequent control of learner’s written work should be done by the agricultural teacher personally while
control and management of homework to be done by learners should be part of the subject planning.

All written work in the form of homework, assignments and other written tasks should be marked by the teachers and feedback given to learners without delay. Teachers should pay special attention to the overall neatness, handwriting, format and display of the written tasks done by learners and provide the necessary guidance required thereof.

Each school should establish a plausible homework internal policy in which guidelines are given to teachers. This will avoid overloading of learners with unnecessary written work. The responsibility of teachers, learners including parents regarding homework for learners should be made clear in this internal policy.

3.7 Maximum time on task

Success in the Agriculture class depends on maximum time on task and it is expected that:

- the teacher and learners attend every class as indicated on the timetable
- the teacher and learners arrive punctually in the morning for school and for every class
- lessons are planned so that there is as much time on task as possible
- the principal and management set the example as far as quality time on task is concerned

3.8 Teaching and Learning Materials

Teachers in Agriculture should be creative and innovative to produce their own teaching and learning materials linked to practice. The prescribed textbook and teacher books for each grade are in the government catalogues. It is important to have a look into this catalogues since new book could be introduced or even former once taken out of the catalogues. As additional to the textbooks each school should have a teacher guides for each grade, equipment/tools used for practical activities and one or two teacher textbooks the teacher will use for class preparation. As stated in the Subject Management Issues a list of these materials (including the books available in the library or teacher library) should be in the subject file.

3.8.1 Teachers’ Manuals/Guides

These very important official documents guides teaching and learning in the classroom and should be fully utilised. A copy/copies of the manual(s) should be made available in the Subject File and every teacher should receive a copy. In Agriculture the Continuous Assessment Manuals (CAM’s) may be supplied to schools offering the subject in certain phases where such material have been developed as in Grade 11&12. In some grades Teachers’ Guides may also be supplied to subject teachers once they have been developed.
3.8.2 Other Resources (including ICTs)

The school should develop policy procedures for accessing, returning and storing resources (apparatus, equipment, tools, etc.) provided by government or purchased through the school development fund. Teachers should use these resources to enhance learning and make teaching fun. A list of available items should be part of the school policy and should be updated regularly.

3.8.3 Classroom Displays and Arrangement

Wall displays are pictures, wall charts and/or artefacts displayed on the walls of the classroom that make learning interesting. Learners will learn better because they can see the same thing over a period of time, which makes it easier to remember and understand. Tips for wall displays include the following:

- pictures should be selected to stimulate learners to ask questions or begin working
- learners should make some displays themselves
- you can display them in learners’ class or homework
- displays should be changed regularly

Wall displays can be combined with displays on tables of books or items of interest from the environment. When learners spend time reading and discussing ideas in an interesting display, learning is better and more fun. Encourage learners to add to the display, and change displays regularly.

Agriculture is a subject through which the mysteries of the Agricultural world around us are disclosed and fundamental laws are discovered. It should be the aspiration of every teacher of any science subject to create an exciting, interesting and encouraging learning environment. The way in which teachers organize their classroom as well as the activities will have an effect on the atmosphere in the classroom as well as the activities. The sitting arrangement may depend on the kind of activity or method planned for a particular lesson e.g. demonstration, experiment etc. Learners may be organized to work individually, in pairs or group while the size of the group will depend on the available materials and equipment. It is important for the teacher to set up the classroom during break, before or after school so that lesson time is not wasted. In case where learners have to move from classroom to classroom due to lack of enough facilities, the teacher can keep basic range of equipment such as test tubes and racks, samples of chemicals, physical equipment etc in trays or boxes that can be carried along to and from the available classroom.

3.8.4 Textbooks

The ideal situation is that every learner has a textbook for Agriculture. The subject teacher takes full responsibility for control over the textbooks. Learners should be educated to look after their textbooks and recognize them as very important resources. Textbooks should be covered with plastic. A list of textbooks in use and other equipment and tools is made available in the Subject File.
3.8.4 **Exercise Books**

Schools will make their own arrangements regarding files/exercise books for notes and tests. Exercise books should be covered with brown paper (with name, grade and title) and plastic (optional).

3.8.6 **Specialised Equipment, Practical lessons and laboratories**

In lessons where it is intended to conduct some practical work by teacher demonstration or learners themselves they need to be carefully prepared and tried out before hand. The time factors should always be considered in such way that the activity can be mastered within the available time or mechanisms devised of carrying on the activity over more than one day. At all time the working place must be clean and in good order. All aspects and criteria of safety measures must be met by teacher and learners.

Through learner centred education learners should be actively involved in the lesson presentation. In all the Agriculture syllabuses from Grade 5-12 suggested practical activities required for the themes or topics are included in the syllabus. These are considered basic and all learners should be exposed to them as a minimum requirement.

The supply of suitable teaching aids to schools must be seen as a joint responsibility between the Ministry, the school and the local community to ensure an effective teaching of Agriculture. However, the agriculture teacher remains the custodian of these joint efforts to improvise in order to acquire teaching aids from locally available materials for lessons presented. The following are some of the teaching aids that can be used in schools (chalkboard, overhead projector, film projectors, video machines, slides and film strips, pictures and photographs, models, school laboratories and libraries, school garden including different specimens from a variety of sources). Schools are however encouraged to use locally available materials as teaching aids.

3.9 **Assessment**

A record of learners’ marks and test should be kept in the teacher’s Administration File. Proof of assignments for project purposes should always be available in the Resource File. The following documents should guide assessment in Agriculture:

- the subject syllabus
- National Curriculum for Basic Education
- guidelines in the Teachers’ Manual (where applicable)
- DNEA directives
- Formal Education circulars on assessment and promotion

These policy documents should be clearly studied by the teacher to ensure proper implementation of the assessing requirement for learners. The assessment criteria and assessment objectives are indicated in the different syllabuses. The assessment regulations will therefore not be discussed in details in this document as they change from time to time and to avoid duplication of information. The following useful points of information on assessment still need to be stressed.
• Both informal and formal continuous assessment and end of year examinations are applicable for Grade 5-10. The end of year examination does not contribute to the summative assessment mark in the promotion mark.
• There is no arrangement for national end-of-year examination for grade 5, 6, 7, 8, 9 and 11 but end-of-year internal examination and tests will apply in these Grades as per syllabus specification. School based internal end-of-year examination can be organized at regional, circuit or cluster level in which case all expenses involved in conducting such test or internal examination should be the responsibility of the concerned region.
• A national (JSE and NSSC) end-of-year examination will apply for Grade 10 and 12.
• Assessment manuals could provide the necessary guidance for teachers on assessment directives.

3.10 Marking and Moderation

Guidelines on the marking and moderation of tests, examination scripts, projects and assignments:
• marking should be done by the teacher in red ink
• consolidation tests and test/examination scripts should be marked and handed back to the learners as soon as possible
• learners should have access to their marked test/examination scripts before the marks are finalised
• the HOD/subject head will moderate a sample of at least 5% of the marked scripts with a green pen
• marking of practical activities and assignments should be done by the teacher and handed back to the learners as soon as possible

3.11 Learner-Centred Education (LCE)

Learner-centred approach is strongly advocated in the contemporary teaching of Agriculture as a subject in the National Curriculum for Basic Education. Learner - centred education takes as its starting point the learner as an active, inquisitive human being, striving to acquire knowledge and skills to master his/her surrounding world. The learner brings to school knowledge and social experience from home, community and environment. This knowledge and experience is a potential that should be utilized and drawn in teaching and learning. Learner - centred education takes into account that learners are individuals with own needs, pace of learning and abilities. In the classroom, learning should clearly be a communicative and interactive process. A learner - centred class should therefore be productive, ordered, interactive, and enriched for interests and enjoyment as well as for the maximization of the learner’s potential.

Learner-centred education sometimes requires that learners have space to move around or work in small groups. This might be challenging in overly large classes, and teachers will thus need to be creative to ensure that teaching and learning is learner-centred. Principles for learner-centred education can be found in the following publications:
• the subject syllabus
• Learner-Centred Education: A Conceptual Framework
• How Learner-Centred are you?
Documents are available for downloading from the NIED website www.nied.edu.na
3.12 Popularisation

Science is often seen as difficult, boring and as a result produce bad results. In addition, certain bias prejudges still exist. With a little effort Science fairs, clubs, competitions and quizzes can be organized. Institution and organizations like NAMSTA have already material developed that can be used in fairs, quizzes etc. Enough opportunities should be created to practice skills. As per Syllabuses, the learning process must be amplified by linking Science to real live situations in our environment.

3.13 Continuous Professional Development

The school should partner and share the responsibility for in-service training of staff members. Workshop materials and handouts must be kept in the Resource File and remain the property of the school. Applicable parts should be kept in the Administration File of the subject teacher. Teachers should share information, experiences and strategies they were equipped with during training. In the Subject File a record sheet will indicate the dates, venues and names of teachers who attended workshops in Agriculture. The following are the precondition for successful professional development of Agricultural teachers:

- to excel as an Agricultural teacher, and to constantly develop teaching and management skills, the teacher should be engaged in continuous development programs;
- subject heads and head of departments should also develop their experience and training to be able to assess the needs of the members of his/her staff. This quality control should be done in consultation with the principal who should be aware of all staff development efforts in his/her school as reported at regular subject meetings;
- if the necessary expertise for the development of management skills to facilitate creative teaching is absent, then outside help (e.g. Advisory teachers) should be sought. Alternative school cluster meetings can also be organized;
- since learners differ from year to year, the exact same methods cannot be used repeatedly. Teaching science (like any other subject) is a continuous process in which learners acquire skills by an increment process year by year. Teachers do not teach a year group in isolation but part of a continuous spectrum of activities that spans the whole life of the learner;
- continuity during staff changes can only be achieved if leaving members do not take their knowledge of the department with them. It is important that the knowledge of the department as a whole be kept safely in relevant files. There should be records of what work, particularly practical work, has been done with what class. This information can be used by the new teacher to start of where the previous teacher left;
- skills that ensure the quality of all the work done within the department should be part of the repertoire of all departments and these must be part of the department training activities. These can be shared in cluster groups and in that process shared with neighbouring schools in exchange for different (or even new) skills and ideas;

4 SUBJECT MANAGEMENT ISSUES

The National Standards and Performance Indicators for Schools in Namibia (Circular 3/2006) and National Professional Standards for Teachers should be use in conjunction with this Subject Policy. This will ensure that latest information is available and that the teachers as self, internal
and external evaluators can use the same standards to assess the quality and efficiency of work in the subject, the classroom and the school.

4.1 Line Management

For the effective implementation of Agriculture, a good communication network need to be established between teachers, HOD, principals, advisory teachers, inspectors, NIED staff, suppliers of material and equipment, and other stakeholders in Science Education.

The overall responsibility of the management of Agricultural teaching at a given school lies with the subject head for the subject. The subject head need to be a role model for the collegial relationship and interaction between teachers of Agriculture and other stakeholders.

4.1.1 The Principal

The principal is accountable for the effective management of every subject in the school and the attainment of satisfactory results. The principal may, by way of delegation, assign managerial responsibilities for the subject to the Subject Head (HOD/phase head/senior teacher).

4.1.2 Head of Department

The HOD to whom the Agriculture teacher(s) will be reporting, does not need to be a teacher of Agriculture.

The HOD is not necessarily a teacher of Agriculture. The following are some of the responsibilities of the HOD:

- diagnose and appraise school development programmes
- lead and guide teaching and learning in school to improve the quality of learning
- facilitate and implement programmes and recommendations for improvement
- develop and empower self and other staff members
- ensure quality and secure accountability through strong managerial skills, e.g.
  - ensure that subject heads and subject teachers keep deadlines
  - implement and control the subject budget
  - order, control and keep records of equipment, resources and textbooks
- monitor, evaluate and implement the curriculum - conduct classroom observations, compile reports and provide follow-up support
- keep control of equipment, tools, books and chemical orders
- ensure time tabling for practical lessons (normally double periods)
- work with and for the community and maintain good public relations with all stakeholders

4.1.3 Subject Head

The subject head is a member of staff who is responsible for instructional leadership, mainly through co-ordinating the curriculum implementation of a subject or a group of related subjects, and by facilitating and creating opportunities for team building and continuous professional development in order to improve the teaching competence of the teachers involved. The position of subject head is not an official appointment. The role of the subject head can be performed by the principal, vice-principal, head of department or senior teacher. Specific responsibilities of the subject head may include the following:
**Planning**
- promote a conducive teaching and learning environment in every classroom
- ensure that all the latest subject/phase-related documents and textbooks are available at the school
- develop and implement an assessment policy according to guidelines in the teachers’ manual/guide
- review internal test/examination results and plan actions to improve on weaknesses
- implement Key Areas 2 and 3 of the National Standards and Performance Indicators
- be involved in planning and implementing the Plan of Action for Academic Improvement (PAAI) for the school
- allocate teachers according to their specialisation
- identify needs for support from Advisory Teachers and arrange with Regional Office for input
- study Advisory Teacher and examination reports and implement the recommendations
- identify the subject/phase’s financial needs and submit these to the budget committee of the School Board

**Organising**
- expect full accountability for academic performance from subject/phase teachers and learners
- influence, enhance and sustain the academic performance of Agricultural teachers
- establish effective communication within the Agriculture subject
- ensure that the latest subject-related documents are available and in use
- establish and maintain proper subject administration
  - Preparation File
  - Administration File
  - Resource File
  - Subject File
  - Question Paper Bank
- conduct regular subject meetings
- ensure that sufficient textbooks, teachers’ resources and learning materials are available
- establish and monitor a practical textbook-control system
- ensure that teachers attend workshop and cluster meetings and give feedback to the Agricultural department
- create a positive working environment for the Agricultural teachers
- establish and maintain good discipline

**Leading and Guidance**
- discuss the outcome of the Teacher Self-Evaluation (TSE) with individual teachers and give support, guidance and assistance to Agriculture teachers
- assist new and beginner teachers in all respects
- guide teachers to set academic targets for themselves and for learners
- assist teachers to achieve improved academic targets
- defuse internal conflicts between subject teachers
- ensure full implementation of the internal school subject policies and procedures
- encourage teamwork and recognise good work
• provide for specialist assistance to the subject teachers, e.g. by advisory teachers, cluster subject groups, etc.
• promote the image and status of the subject
• allocate mentor teachers to beginner teachers and conduct an effective induction programme for new teachers
• provide school-based staff development programmes to the subject teachers

**Monitoring**
• establish and implement continuous monitoring and control of prescribed files
• moderate tests, examination papers, marking grids, mark schemes and answer scripts
• coordinate the setting of question papers of different teachers of the same grade
• ensure that deadlines for first draft examinations for moderation are kept
• monitor the quantity and quality of continuous assessment marks, written work, tests and tasks
• monitor record-keeping and ensure their accuracy
• ensure that after internal examinations all learner examination answer scripts (together with a one examination paper, the memo and a class list containing the mark achieved in the examination) are stored for at least 6 months
• ensure the updating of the examination bank/assessment file
• ensure that learners are registered on the right level for external examination
• conduct classroom observation visits, write reports and provide follow-up support
• control compensatory teaching
• establish a disciplined teaching and learning environment
• to control stock in laboratories, draw up list of requirement in terms of consumable, capital equipment and repairs, passing on the requirements to the HOD and regional authorities and the following up at key points to find out what happened to the request

**4.1.4 Subject Teacher**
The Agriculture teacher as the classroom manager has, inter alia, the following responsibilities:
• strive towards the achievement of the objectives contained in the National Standards for Schools and Performance Indicators
• create a conducive environment in the classroom for quality teaching and learning
• establish a disciplined teaching and learning environment in the Agriculture class
• meet the requirements of the curriculum and the Agriculture syllabuses
• facilitate teaching and learning both inside and outside the classroom in order for the learners to acquire the necessary knowledge, skills, values and attitudes
• develop an effective and efficient scheme of work
• establish positive attitudes among learners towards Agriculture
• promote the establishment of project work in Agriculture
• be creative and innovative in daily/weekly lesson preparation and the production of own teaching and learning materials
• consult the nearest resource centre in connection with training opportunities and sources of information, and teaching and learning materials
• liaise with the subject head with regard to the smooth running of the subject
• control and mark learners’ written work and give feedback
• plan special activities to improve the English reading, writing and spelling skills of learners
• communicate with parents

4.2 Monitoring Learners’ Written Work/Homework

The HOD/Subject head/phase head/senior teacher should monitor learners’ written work at least once per term. The Agriculture teacher should:

- control the written work of learners on a regular basis, paying special attention to grammar e.g. using full sentences, spelling, neatness, format and display
- mark at least 70-80% of all written assignments, exercises, tasks and worksheets - feedback from the teacher should be immediate, praising, encouraging, positive and informative

The implementation control over learners’ written work differs from school to school. With very big class sizes, this could be a very time consuming but necessary exercise. Regardless of the size of the class or timetable of the teacher, it is important that the teacher personally marks the homework/class work of each learner regularly. The teacher could pick up academic constraints of certain learners and make sure the work is completed meets the required standard of the school and/or syllabus.

In order to ensure that books are marked on a regular basis and not only by learners themselves, an effective way requiring more time can be used to control learners’ written work. For example each day the teacher could only mark the books of four learners and in ten days will be through with a class of forty learners. Alternatively, the teacher can only mark one question per time. There are many possibilities and these can be shared and exchanged among teachers themselves to improve the standard of teaching.

4.3 Subject Meetings and Class visits

In order to ensure a better implementation of the Agriculture as a subject the department of agriculture should conduct regular subject meetings and classroom visits.

4.3.1 Subject meeting

Subject meetings are an essential part for coordinating the Agriculture department, especially where there are more than five teachers involved. These meetings ensure that there is a dynamic process of feedback in both directions, from management to teachers and vice versa. Meetings should serve as a tool for planning, comparing of schemes of work (where more teachers teach different classes in the same grade) and discussions on other activities such as the setting and moderation of examination papers, in service training, workshops and temporary (external examination) or permanent change of staff. The Agriculture department budgets could be planned and finalized in these meetings.

The following are the important features for subject meeting:

- **Frequency**
  Subject meetings should be conducted at least once a teaching term. Ideally two meetings should be held, with one at the beginning of the term and the other as the need arises. A suitable time of holding subject meetings is period immediately following the meeting of subject heads.
• **Who should be present?**
  All teachers who teach Agriculture should be present at the meeting. Any person who cannot be present at the meeting should provide a written apology before the meeting to chairperson.

  If the Head of Department (HOD) is not teaching Agriculture, it will be essential to invite the HOD only for sessions that will require their input e.g. at the budget item.

• **Agenda**
  Meeting should be planned at least 7 working days in advance. The agenda should be made available at least two days prior to the meeting to each participant.

  There should be place on the agenda under a heading of “addition” for any additional items from the participants. After the adoption of the agenda it is essential for the chairperson to conduct meeting according to the agenda.

• **Minutes**
  It is important that at each meeting minutes be taken. The role of secretary can be rotated from meeting to meeting. These minutes need to be adopted at the next meeting (with possible amendments).

  When tasks are to be completed it is important to have names assigned to specific tasks indicating the dates by which each task should be completed. This official document should then be distributed to each teacher in the Agriculture department as well as to the responsible HOD and principal. Minutes from all subject meetings should be kept in the subject file. Preferably this should be kept for three consecutive years before they can be discarded.

4.3.2 **Class visits**

Class visits are part of the official subject management procedures of school and should be conducted regularly by the school management, subject head and even senior teachers (those that act as mentors for new teachers). These visits should be constructive giving positive feedback. In areas of concern, the visitor should lead the post lesson discussion in such a way as to make the teacher aware of possible shortcomings. Teacher can request peer teachers to visit their classes (and vice versa) resulting in a process of continued professional development.

The school management or subject heads should conduct class visits in a way that each teacher gets at least one class visit per term. Class visits should be announced to the teacher at least one day before the visits. Reports have to be written for all visits. These reports are to be discussed with the teacher before finalized. The format of the report depends on the region and schools since most institutions have their own format. A copy of the visit report should be filed in the administrative file of both parties of the visit and a copy should as well be provided to the responsible HOD and principal.

4.4 **Managing Subject/Phase Materials**

Management of the subject and materials is an important component of an effective implementation of the Agriculture curriculum in schools. This should be done with due diligence to ensure maximum utilization of resource to the advantage of the Agricultural learners at a particular school.
4.4.1 Managing materials

Procedures should be developed for the ordering of textbooks, materials, control of materials, storage, distribution, collecting and annual stocktaking. It is very important to ensure that the following mechanism of controlling resources (including forms) is put in place:

- procedures for ordering materials
- ordering of books from the textbook catalogue and or quota list
- storing, handing out, and collecting textbooks
- loan of apparatus and annual inventory
- inventory of agriculture equipment

In most schools there is a teacher allocated to the book room, the inventory and ordering of textbooks. It is the responsibility of the subject teacher and subject head to find out the procedure applied at the specific school and adhere to that system.

4.4.2. Procedures

Most schools have own procedures for setting, typing, duplicating, marking and storing of test, projects, practical work, worksheets and examination paper. The norm should be as far as possible aligned to the following:

- tests that are moderated by the subject head and must be handed in at least four days before the test date;
- the first draft of examination papers (including memorandums/marking schemes) should be provided to the subject head at least ten working days before the examination. The final drafts and typed examination papers (including memorandum/marking schemes) must be moderated at least a week before the examination and back into the subject teachers hand;
- the final duplicates of examination papers must be stored in a safe place (school safe) three days before the examination. With the examination papers must be a cover page indicating the date, duration, number of learners, and any special instruction to candidates (e.g. spelling mistakes or unclear printing). On this cover page should also be an indication where to find the subject teacher during the examination should any problems or question arise;
- after the examination the subject teacher should count the answer sheets to make sure all candidates handed their answer sheets in. If a learner was absent it should be indicated on the cover sheet by the teacher or invigilator;
- three days after the examination the marked answer sheets should be with the subject head for moderation. After two days the subject teacher should receive the papers back to calculate the final report mark;
- after the examination the subject teacher must store all the answer sheets in alphabetical order together with a copy of the examination paper, the memorandum/marking scheme and a copy of the class list with the mark entered in a safe place for two years;
- class project should be given back to learner after marking or at end of the year;

4.4.3. Subject classroom, store room, laboratories and security regulations

In situations where there are enough resources and facilities, it is recommended that provision must be made for special classrooms for teaching Agriculture as a subject at a particular school. This will provide an atmosphere appropriate to the subject by creating a classroom stocked with pictures, specimen, unfinished experiments etc.
In this situation the Agricultural classroom can be divided into three sections or areas viz:

- The green house or an open area covered with shade netting to serve as an extension of the classroom. This area can be used for experiments and controlled plant-growing.
- A small storeroom for locking away dangerous chemicals, expensive apparatus, pictures not on display, etc.
- The actual classroom with a bigger space and regarded as a work room. This section must have long workbenches fitted with washbasins, gas and electrical outlets including cupboards for apparatus. The classroom should have a chalkboard or a pull down screen and a soft-board for putting up teaching aids. The wall should be covered with a glass cupboard for the display of specimens, small models etc. The wall should also have a bulletin board, pictures, and charts which should be changed regularly. In addition a table should be provided displaying latest magazines, departmental brochures, models, sand trays etc.

- Rules regarding the handling of equipment should be displayed in the classroom. Schools should be in position of First Aids kits to assist learners who sustain injuries at the school. Teachers and learners should therefore be trained in handling First Aids for injured people. It is also important to ensure that school buildings are provided with fire extinguishers to prevent possible fire hazards in schools

4.5 The Advisory Teachers

Advisory Teachers (ATs) have extensive knowledge of the relevant subject areas and their responsibilities are, amongst others, to ensure quality in education through rendering of liaison services and subject guidance. The school should fully utilise the expertise provided by ATs.

4.6 Cluster Subject Groups

The purpose of cluster subject group meetings is to improve efficiency, build capacity and empower teachers. Attending and participating in cluster subject activities can play a positive role in collaborative development and improving quality teaching and learning.

4.7 Teachers’ Resource Centre (TRC) and School Library

Teachers are encouraged to utilise the resources and facilities offered at TRCs. If a certain item is not available at the local/regional TRC, it is possible to make inter-library or inter-TRC loans with the help of the TRC manager. Procedures for the use of facilities and the lending of resources can be obtained from the TRC manager. A list of TRC contact persons and an annual time-table of training programmes should be kept by the HOD.

If the school has a school library, a list of resources and books available for lending should be provided to staff members, as well as the rules and procedures for class visits to the library. It is advisable to have procedures for project work and possible use of the Internet.
4.8 School-Based Studies

During school-based studies, the class teacher plays a crucial role in assisting the student teacher and modelling of good practice. Student teachers are required to analyse and reflect critically on their teaching experiences, and evaluate their own learning with a view to improving their teaching ability. In this way they will develop appropriate subject knowledge and concepts.

Procedure for the use and management of facilities and resources as well as the procedures for the SBS of student teachers can be found in existing documents:
- School based activities manual
- Broad curriculum of the BETD INSET program for INSET teacher

When HED or B. Ed students are assigned to do their practical teaching at a particular school it is of utmost importance for the class teacher to assist the student teachers. Teachers should be in class when student teacher teaches to ensure discipline and assistance. Only on request of the student teacher should the class teacher entrust a class to a student teacher without supervision. School management should also be accommodating to teachers studying part time to do their practice teaching at their schools with the aim of furthering their qualification. Enough time should be made available for teachers who teach full time and are doing their studies. This can be achieved by being aware of particular ongoing studies when handing out extra mural activities or setting and planning the time table.

5. OPERATIONAL FILES

The National Standards and Performance Indicators for Schools in Namibia (Circular 3/2006) and National Professional Standards for Teachers are the official quality assurance policy of the Ministry and must replace all evaluation instruments currently in use. Teachers should familiarise themselves with the Teachers Self-Evaluation Instrument and the Classroom Observation Instrument in order to evaluate their own performance and identify needs of improvement.

In order to ensure the smooth running of Agriculture as a subject, the following files should be kept in a safe place and be accessible to individual teachers:

5.1 Preparation File
(Responsibility: Every Subject/Phase Teacher)

Written lesson preparation is compulsory for all subject teachers in Namibia. This file contains the written preparation done by a teacher, and includes all relevant information. This can be in a form of a planning file or a personal book. The lesson plans can be done on daily or weekly basis depending on planning strategy of the respective regional office. It is recommended that the subject head check or monitor this preparation file on weekly basis when a new teacher starts until the new teacher shows confidence in lesson preparation. The book can become a permanent material that could be used year after year, as long as it shows new reflections, ideas and thoughts of lessons presented.
**Content of the Preparation File**

- control sheet
- table of contents
- the teacher’s personal time-table
- syllabus for all the subjects taught that year (the latest editions)
- schemes of work for all the subjects taught that year (neatly typed)
- up-to-date daily/weekly written lesson preparation
- teacher’s commitment to PAAI

**5.2 Administration File**

(Responsibility: Every Subject Teacher)

The administration file is the file that every subject teacher keeps which contains important subject information and any other school-related information. (Please use the word Administration File). A personal file (according to the Act) is a personal file with the teacher’s ID, appointment letter, etc. that is being held in the office of the principal).

The Administrative File should be used for all the subjects the teacher facilitates. The file should include all matters concerning the curriculum and the school. The Administration File content need to be adapted on yearly basis in order to be brought in line with The National Standards and Performance Indicators for Schools in Namibia and the National Professional Standards for Teachers and should at least contain the following items:

**Content of the Administration File**

- control sheet
- table of contents
- organisation:
  - personal time-table
  - the register class’s time-table
  - time tables for tests/examinations
  - official school calendar of the MoE
- register class list
- mark sheets with continuous assessment, test and examination marks
- planning: PAAI. In this document management should set academic targets to be achieved by every subject teacher
- policies:
  - the Code of Conduct for Teachers
  - the school’s internal Subject Policy for the subject(s) taught by the teacher
  - teacher’s Manual/Guide for the subject (if applicable and practical)
  - copies of the National Standards and Performance Indicators
  - the Teacher’s Self-Evaluation Instrument
  - the Classroom Observation Instrument
- meetings: minutes of staff, departmental, subject and cluster meetings
- circulars and reports from the MoE, Regional Office and Advisory Teachers
• textbook control
  ✓ list of numbered textbooks in learners’ possession OR
  ✓ textbook inventory of register class

5.3 Resource File
(Responsibility: Every subject teacher)

As stated by the list in the subject file this file should contain resource materials. Examples could be course material, teacher’s guides, material from workshops, continuous assessment manuals. Also included should be a list of additional books available in the school library and teacher library.

• control sheet
• table of contents
• worksheets
• projects, assignments, topic tasks, practical investigations, artefacts, including marking criteria
• course material and workshop handouts
• information on compensatory teaching in the subject

5.4 Subject File
(Responsibility: Subject Head)

For any subject to be taught and administered successfully it is essential to be well organised. A functional subject file should be put in place. The file should be used regularly and kept up to date continually, and accessible to all subject teachers. When there is uniformity in a subject it does not only simplify the administration thereof, but also makes control by the school management easier.

The Subject File should be a master copy of all necessary documents for the management of the subject Agriculture. The subject file serves as a source file for the subject teachers of a specific subject, and is the property of the school. It is aimed at promoting effective organisation and management of the subject at school. A separate Subject Files should be created for each of the Upper Primary, the Junior Secondary and Senior Secondary phase. The subject file content need to be brought in line on yearly basis with The National Standards and Performance Indicators for Schools in Namibia and the National Professional Standards for Teachers.

Requirements of the Subject File
• it should be planned systematically
• it should be at the school at all times as part of the school’s filing system
• it should be accessible to all subject teachers at all times
• it should be kept up to date on a continual basis

Contents of the Subject File
• control sheet (explain purpose)
• table of contents
• the National Curriculum for Basic Education
• subject Policies:
  ✓ the National Subject Policy Guide for the subject (a NIED document)
  ✓ the school’s internal Subject Policy
• a copy of the completed Plan for Academic Improvement (PAAI) document
• subject teachers’ information:
  ✓ names and the grades they teach
  ✓ timetables of teachers teaching the subject
  ✓ personal information: qualifications and experience
• latest syllabus(es) applicable to the subject/phase
• schemes of work for all the grades (clean copy)
• minutes of subject/departmental meetings
• minutes of cluster meetings
• Advisory Teacher reports
• Subject-related circulars and correspondence
• textbooks
  ✓ list of textbook titles available in the school: used by learners; available to the teachers as resource material
  ✓ copy of relevant pages from Textbook Catalogue
• inventory of other teaching and learning materials applicable to the subject
• promotion marks for the last three years and an evaluation thereof
• teacher’s Manual/Guide for the subject (if applicable and practical)
• record sheet with dates, venues and names of teachers who attended workshops
• Regulations for examinations and continuous assessment
• Circulars and information related to the subject
• Agriculture Budget
• Workshops and in-service training
• NSSC practical examination and address for examination equipment and materials order
• Quota list
• Advisory Teacher and Teacher Resource Centre related matters
• Inventory of Science equipment

5.5 Question Paper File
(Responsibility: Subject Head)
• control sheet
• table of contents
• specimen papers and mark schemes and memorandums for at least three (3) consecutive years
• question papers and mark schemes per grade/test/examination
• marking grids/test specification grids (where applicable)
• JSC/NSSC Examiners’ Reports, subject standards
• Regulation of continuous assessment as stated in the syllabus
• Regulation indicating the setting of examination papers, types of questions and their respective weighting.

The test and examination papers and marking schemes could be used by teachers when preparing lessons, test and examination. If questions from previous examinations are used during teaching.
and assessment activities it is of utmost importance that the questions should be modified and not used word for word. However, it must be emphasized here that, question papers should be used as a reference material and not as a form of syllabus when planning and teaching a lesson.
Annexure 1: Example of Lesson Preparation Format

<table>
<thead>
<tr>
<th>Teacher:</th>
<th>Grade:</th>
<th>Date:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Subject:</td>
<td></td>
<td>Time:</td>
</tr>
</tbody>
</table>

| Theme and Topic: |

| Teaching Materials and Resources to be used: |

| Lesson Objectives: Learners will: |

| Basic Competencies (Refer to Syllabus): Learners should be able to: |

<table>
<thead>
<tr>
<th>Presentation of the lesson:</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Monitoring of homework done:</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>2. An appropriate short introduction:</th>
</tr>
</thead>
</table>

<table>
<thead>
<tr>
<th>3. Presentation of subject matter and learning activities</th>
</tr>
</thead>
</table>

<table>
<thead>
<tr>
<th>4. Consolidation</th>
</tr>
</thead>
</table>
5. Assessment / Homework / Tasks / Exercises

<table>
<thead>
<tr>
<th>English across the Curriculum:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Reading activities:</td>
</tr>
<tr>
<td>Writing activities:</td>
</tr>
<tr>
<td>Compensatory teaching:</td>
</tr>
<tr>
<td>Reflections:</td>
</tr>
</tbody>
</table>
### Annexure 2: Example of a Year Planner

YEAR : 20__  GRADE : _______  SUBJECT : ___________________  SUBJECT TEACHER: _______________
(Teaching Time = 22-30 weeks)

<table>
<thead>
<tr>
<th>TERM 1</th>
<th>Week 1: Jan………</th>
<th>Week 2: Jan………</th>
<th>Week 3: Jan………</th>
<th>Week 4: Feb………</th>
<th>Week 5: Feb………</th>
<th>Week 6: Feb………</th>
<th>Week 7: Feb………</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Schools Reopen….</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>Week 8: March……</td>
<td>Week 9: March…..</td>
<td>Week 10:March….</td>
<td>Week 11:March….</td>
<td>Week 12: April…</td>
<td>Week 13: April…</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Week 15: May……</td>
<td>Week16: May…….</td>
<td>Week 17: June…..</td>
<td>Week 18: June…..</td>
<td>Week 19: June…..</td>
<td>Week 20: June…..</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Schools Reopen….</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>TERM 3</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>--------</td>
<td>--------------------</td>
<td>--------------------</td>
<td>--------------------</td>
<td>--------------------</td>
<td>--------------------</td>
<td>--------------------</td>
<td>--------------------</td>
</tr>
<tr>
<td></td>
<td>Week 29:</td>
<td>Week 30:</td>
<td>Week 31:</td>
<td>Week 32:</td>
<td>Week 33:</td>
<td>Week 34:</td>
<td>Week 35:</td>
</tr>
<tr>
<td></td>
<td>Sept………</td>
<td>Sept………</td>
<td>Sept………</td>
<td>Sept………</td>
<td>Oct………</td>
<td>Oct………</td>
<td>Oct………</td>
</tr>
<tr>
<td></td>
<td>Schools Reopen………</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Week 35:</td>
<td>Week 36:</td>
<td>Week 37:</td>
<td>Week 38:</td>
<td>Week 39:</td>
<td>Week 40:</td>
<td>Week 41:</td>
</tr>
<tr>
<td></td>
<td>Oct………</td>
<td>Oct………</td>
<td>Nov………</td>
<td>Nov………</td>
<td>Nov………</td>
<td>Nov………</td>
<td>Dec………</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Term 3**

Week 29: Sept………

Week 30: Sept………

Week 31: Sept………

Week 32: Sept………

Week 33: Oct………

Week 34: Oct………

Week 35: Oct………

Schools Reopen………

Week 36: Oct………

Week 37: Nov………

Week 38: Nov………

Week 39: Nov………

Week 40: Nov………

Week 41: Dec………

Schools Close………