



Republic of Namibia

MINISTRY OF EDUCATION

**UPPER PRIMARY PHASE
JUNIOR SECONDARY PHASE
SENIOR SECONDARY PHASE**

**NATIONAL SUBJECT POLICY GUIDE
FOR NON-PROMOTIONAL SUBJECTS**

GRADES 5-12

2009

Ministry of Education
National Institute for Educational Development (NIED)
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Namibia

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National Subject Policy Guide for Non-promotional Subjects Grades 5-12

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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 the following Non-Promotional Subjects in the Upper Primary, Junior Secondary and Senior Secondary phases in all government and private schools in Namibia:

- Arts Grades 5-7
- Arts in Culture Grades 8-10
- Basic Information Science Grades 5-10
- Life Skills Grades 5-12
- Physical Education Grades 5-12
- Religious and Moral Education Grades 5-10

It is essential for teachers of these subjects 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 issuing of teachers' resource materials.

2 AIMS OF THE NATIONAL SUBJECT POLICY GUIDE

This document is the official subject policy guide for Non-Promotional Subjects. It makes provision for a well-organised and practically orientated programme in the teaching and management of Non-Promotional Subjects 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

3 SUBJECT-SPECIFIC ISSUES

3.1 The Composition of Phases and Appropriate Grades

The time allocation for Non-Promotional Subjects are as follows:
(See *National Curriculum for Basic Education*)

Subject	Grades	# periods 5-day cycle	# periods 7-day cycle
Arts	Grades 5-7	2	n/a
Arts in Culture	Grades 8-10	1	1
Basic Information Science	Grades 5-10	1	1
Life Skills	Grades 5-10	1	1
Life Skills	Grades 11-12	2	3
Physical Education	Grades 5-12	1	1
Religious and Moral Education	Grades 5-10	1	1

3.2 Time–tabling

Provision should be made for Non-Promotional Subjects on the school time-table of the Upper Primary and Secondary grades and the allocation of teachers to such subjects. Where possible, the two periods for Arts in Grades 5-7 should be block periods.

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. 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. Schemes of work must be developed at the beginning of the year and each grade should have an own scheme of work for each Non-Promotional Subject.

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 Annexe 1)

Written lesson preparation is compulsory for every teacher, irrespective of experience. Daily or weekly written preparation should be done on the template provided by the school, well in advance of delivery in the classroom. Subject/phase teachers can do lesson planning together.

A successful lesson plan should include the subject, 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 where applicable. 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

No formal homework will be given in the Non-Promotional Subjects. However, teachers may task learners to collect materials (e.g. Arts) or information (e.g. Life Skills, RME, BIS).

3.7 Maximum time on task

Each one of the Non-Promotional Subjects has a curriculum with syllabus content to complete as for promotional subjects. Success in these classes depends on maximum time on task and it is expected that:

- the teacher and learners attend every class as indicated on the timetable (learners should not be allowed to wander around on the school grounds or use these periods for homework)
- 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 of Non-Promotional Subjects should be creative and innovative to produce their own teaching and learning materials linked to practice.

3.8.1 Teachers' Manuals/Guides

These very important official documents guide teaching and learning in the classroom and should be fully utilised. Copies of the manuals are available in the Subject File and every teacher will receive a copy. The following are available:

Subject	Grades	Title
Arts	Grades 5-7	
Arts in Culture	Grades 8-10	
Basic Information Science	Grades 5-10	In process
Life Skills	Grades 5-7 Grades 8-10 Grades 11-12	Printed Teachers' Manuals for each phase (Learners' textbooks in process)
Physical Education	Grades 5-12	In process
Religious and Moral Education	Grades 5-10	Teachers' Guides for each phase (NIED publications)

3.8.2 Other Resources and Specialised Equipment (including ICTs)

The school should develop policy procedures for accessing, returning and storing resources (apparatus, equipment, etc.) provided by government or purchased through the school development fund. Teachers should use these to enhance learning and make teaching fun. A list of available items should be part of the school policy and updated regularly. The essential materials/equipment needed to deliver each of the Non-Promotional Subjects meaningfully, is attached as Annexe 3.

3.8.3 Classroom Displays

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. Ideas for wall displays:

- pictures should be selected to stimulate learners to ask questions or begin working
- learners should make some displays themselves
- you can display 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.

3.8.4 Textbooks

Normally schools will not have learners' textbooks for Non-Promotional Subjects. However, some schools might have textbooks received as a donation or purchased through the school development fund. The subject teacher takes full responsibility for control over the textbooks. Learners should be educated to look after their textbooks and respect them as very important resources. Textbooks should be covered with plastic. A list of textbooks in use is available in the Subject File.

3.8.5 Exercise Books/Portfolios

Schools will make their own arrangements regarding files/exercise books for notes and assessment. Files and exercise books should be covered with brown paper (with name, grade and title) and plastic (optional). Learners should be educated to look after their exercise books/portfolios and respect them as very important resources.

Portfolios required in Life Skills can be a file, an exercise book or any other means containing a learner's written and creative work. Portfolios should be kept in the classroom and be available at any time.

3.9 Assessment

Non-promotional Subjects in the Upper Primary and Secondary grades should be assessed through informal continuous assessment methods and letter grades awarded directly. These grades must be reported to the parents on the termly school report, but will not count for promotion purposes. A record of learners' grades should be kept in the teacher's Administration File and should be monitored by school management. Proof of assignments for project purposes should always be available in the Resource File. The following documents should guide assessment in Non-Promotional Subjects:

- the subject syllabus
- *Towards improving Continuous Assessment in schools: a Policy and Information Guide* (a NIED document)
- guidelines in the Teachers' Manual (where applicable)
- marking of projects and assignments should be done by the teacher and handed back to the learners as soon as possible

3.10 Learner-Centred Education (LCE)

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 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

3.11 Continuous Professional Development

The school should share in the responsibility for in-service training of staff members. The value of peer training at circuit and cluster level must be emphasised.

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 the Non-promotional Subjects.

4 SUBJECT MANAGEMENT ISSUES

4.1 Line Management

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 *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 regarding the Non-promotional Subjects may include the following:

Planning

- promote a conducive teaching and learning environment in every classroom
- ensure that all the latest subject/phase-related documents are available at the school
- develop and implement an assessment policy according to guidelines in the teachers' manual/guide
- 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 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 from subject/phase teachers and learners
- influence, enhance and sustain the effective performance of the teachers of Non-promotional Subjects
- establish effective communication
- 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

- conduct regular subject meetings
- ensure that sufficient teachers' resources and learning materials are available
- create a positive working environment for the Non-promotional Subject 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 Non-promotional Subject teachers
- assist new and beginner teachers in all respects
- 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

Monitoring

- establish and implement continuous monitoring and control of prescribed files
- monitor the quantity and quality of continuous assessment in Non-promotional Subjects
- monitor record-keeping and ensure their accuracy
- control compensatory teaching
- establish a disciplined teaching and learning environment

4.1.3 Head of Department

The HOD is not necessarily a teacher of a Non-promotional Subject. 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
- assure 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
- work with and for the community and maintain good public relations with all stakeholders
- monitor learners' written work at least once per term
- 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

4.1.4 The Subject Teacher

The Non-promotional Subject 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
- meet the requirements of the curriculum and the syllabus
- 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
- promote the establishment of project work
- 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 (where applicable)
- plan special activities to improve the English reading, writing and spelling skills of learners
- communicate with parents
- 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; feedback from the teacher is immediate, praising, encouraging, positive and informative

4.2 Subject Meetings

Subject meetings for (*insert subject name*) will be held regularly, at least once per term. An agenda will be followed; minutes will be kept and stored in the Administration File. The purpose of the meetings will not only be administrative, but may include activities such as planning, guest speakers, sharing of ideas, lesson presentations (model lessons), improvement of methodology, feedback on workshops, etc.

4.3 Managing Subject/Phase Materials

Procedures should be developed for the ordering of materials, control of materials, storage, distribution, collecting and annual stocktaking.

4.4 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.

4.5 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.

4.6 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.

4.7 School-Based Studies (SBS)

School-based experience is an essential component of teacher training, giving the student teacher the knowledge, awareness and practice of the range of roles of a teacher. Throughout teacher training the theoretical and practical aspects are interrelated. Preparation and experimentation of teaching and learning are carried out in structured classroom observation, school visits, and project work. School-based studies will be undertaken in selected support or professional development/practice schools, and organised within teams consisting of student teachers, support teachers, teacher educators, advisory teachers and inspectors of education.

During school-based studies, the class teacher plays a crucial role in assisting the student teacher and modelling 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.

5 OPERATIONAL FILES

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. It is the responsibility of management to monitor these files regularly. Teachers may keep all the subjects they teach in one file. (An example of the table of contents for the preparation File is attached as Annexe 4).

Content of the Preparation File

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

5.2 Administration File **(Responsibility: Every Subject Teacher)**

The Administration File is the file that every subject teacher keeps with 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).

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 (relevant to promotional subjects only)
 - ✓ official school calendar of the MoE
- register class list
- mark sheets with continuous assessment and summary
- planning - PAAI - academic targets to be achieved by every subject teacher (relevant to promotional subjects only)
- 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 for Schools and Performance Indicators
 - ✓ the Teacher's Self-Evaluation Instrument
 - ✓ the Classroom Observation Instrument
 - ✓ a summary of the School Self-Evaluation
 - ✓ 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)**

- 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: HOD)

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. (One Subject File can be kept for all five non-promotional subjects.) The file should be used regularly and kept up to date continually, and be 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 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. Subject files should be created for the Upper Primary phase, the junior secondary phase and the senior secondary phase separately.

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
- 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 related to the Non-promotional Subjects
- subject-related circulars and correspondence
- textbooks (where relevant)
 - ✓ 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
- teacher's Manual/Guide for the subject (if applicable and practical)
- record sheet with dates, venues and names of teachers who attended workshops

Annexe 1: Example of Lesson Preparation Format

Teacher:	Grade:	Date:
Subject:		Time:
Theme and Topic:		
Teaching Materials and Resources to be used:		
Lesson Objectives: Learners will:		
Basic Competencies (Refer to Syllabus): Learners should be able to:		
Presentation of the lesson: 1. Monitoring of homework done: 2. An appropriate short introduction: 3. Presentation of subject matter and learning activities: 4. Consolidation:		

5. Assessment / Homework / Tasks / Exercises:

English across the Curriculum:

Reading activities:

Writing activities:

Compensatory teaching:

Reflections:

Annexe 2: Example of a Year Planner

YEAR : 20__ **GRADE :** _____ **SUBJECT :** _____ **SUBJECT TEACHER:** _____
 (Teaching Time = 22-30 weeks)

TERM 1	Week 1: Jan.....	Week 2: Jan.....	Week 3: Jan.....	Week 4: Feb.....	Week 5: Feb.....	Week 6: Feb.....	Week 7: Feb.....
	Schools Reopen.....						
	Week 8: March.....	Week 9: March	Week 10: March.....	Week 11: March.....	Week 12: April.....	Week 13: April.....	Week 14: April.....
							Schools Close.....
TERM 2	Week 15: May.....	Week 16: May.....	Week 17: June.....	Week 18: June.....	Week 19: June.....	Week 20: June.....	Week 21: July.....
	Schools Reopen.....						
	Week 22: July.....	Week 23: July.....	Week 24: July.....	Week 25: July.....	Week 26: Aug.....	Week 27: Aug.....	Week 28: Aug.....

							Schools Close.....
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 35: Oct.....	Week 36: Oct.....	Week 37: Nov.....	Week 38: Nov.....	Week 39: Nov.....	Week 40: Nov.....	Week 41: Dec.....

Annexe 3: Essential materials/Equipment

Arts

Powder paint
PVA paint
Different pint brushes
Water colours
Acrylics
Gouache
Textile paints (assorted)
Fabric dyes (assorted colours)
Drawing paper (A4-A3)
Posters (A4-A1)
Cardboard
Drawing materials: pencils
(HB, 2B, 4B, 6B)
Colour pencils
Oil pastels
Koki pens
Chalks
Wax crayons
Drawing ink
Craft knives, carving tools
Wood glue/wallpaper glue/
fast drying glue (Bostik)
Scissors
Wire cutters
Pliers

Files
String (nylon)/Hessian
Leather
Wire
Modelling clay
Poster clay
Plaster of paris
Cotton/cloth
Dishwashing liquid
Turpentine
Pins
Small nails
Cellotape
Masking tape
Fishing line
Hooks, eyelet screws
Rubber rollers
Roller press
Printing plate
Beeswax
Tinting
Kiln
Empty containers/tins
Old magazines/newspapers
Cloth rags

Basic Information Science

1. Equipment
Computers
Computer network printers
Audio cassettes
Video player
Video cassettes
CDs
DVDs
Radios
Audio recorders

Digital recorders
Projectors
Extension cables
Adapters
Multi-plugs
Display boards
Book shelves
Drawing tables

2. Materials
Shelved library books
Magazines
Newspapers
Files
Manila charts
Flip charts

Projector films
Colour pencils/crayons
Display pins
Water colors
Scissors
Hand towels

Life Skills

Pamphlets and books concerning HIV and AIDS

Pamphlets and books concerning career options

Brochures and examples of application forms from colleges, universities and vocational training centres

First Aid Kit

Physical Education

Stop watch

Skipping Ropes

Balls (soft balls, netballs, footballs, volleyballs, etc)

Chess

Whistle(s)

Discus

Tape measure

Cross bar (for high jump)

Baton (for relays)

Put (for shot put)

Javelin

Tennis Net

Tennis Rackets

Religious and Moral Education

The Holy Bible

Holy Scriptures from other religions (if possible)

Annexe 4: Example of Table of Contents for the Preparation File

- 1 Personal time-table
- 2 Section 1: (Name of Subject 1)
 - Syllabus
 - Scheme of Work
 - Daily/weekly written lesson preparation
- 3 Section 2: (Name of Subject 2)
 - Syllabus
 - Scheme of Work
 - Daily/weekly written lesson preparation
- 4 Section 3: (Name of Subject 3)
 - Syllabus
 - Scheme of Work
 - Daily/weekly written lesson preparation



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