



<b>FACULTY</b>	EDUCATION AND HUMAN SCIENCES
<b>SCHOOL</b>	EDUCATION
<b>DEPARTMENT</b>	APPLIED EDUCATIONAL SCIENCE
<b>SUBJECT</b>	PROFESSIONAL & COMMUNITY DEVELOPMENT
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**FIRST OPPORTUNITY EXAMINATION**

**EXAMINER:** Dr. Etuwete Shiningayamwe (University of Namibia)

**EXTERNAL MODERATOR:** Prof T.T. BHENGU

**INSTRUCTIONS TO CANDIDATE:**

- 1. This question paper consists of two (4) pages including the cover page.**
- 2. Answer ALL the questions.**
- 3. Number your questions correctly.**
- 4. Read the questions carefully before you answer.**
- 5. Please note that cheating in the examination will result in a failing grade.**

**UNIVERSITY OF NAMIBIA EXAMINATION QUESTION PAPER**

## **Question One**

1.1 Read the scenarios below carefully. For each scenario, match it correctly to one of the following categories: Professional Knowledge, Professional Values, Professional Practices, or Professional Relationships. (20)

- a) A biology teacher explains photosynthesis using experiments and diagrams.
- b) A language teacher uses role-play to teach communication skills.
- c) A geography teacher integrates climate data to explain the phenomenon of global warming.
- d) A computer teacher updates lessons with the latest software tools.
- e) A teacher organises study groups where learners support each other outside class.
- f) A teacher attends workshops and applies new teaching strategies in class.
- g) A teacher maintains punctuality and models discipline for learners.
- h) A teacher respects cultural diversity in the classroom.
- i) A teacher admits mistakes openly and corrects them for the learners' benefit.
- j) A teacher provides constructive feedback without favouritism.
- k) A teacher encourages honesty by discouraging cheating during tests.
- l) A mathematics teacher uses games and puzzles to enhance problem-solving skills.
- m) A teacher differentiates instruction to cater for learners with different learning styles.
- n) A teacher uses portfolios to track learners' progress over time. Professional Practice
- o) A teacher applies inquiry-based learning where learners investigate real-world issues.
- p) A teacher employs project-based learning, where learners design solutions to address community problems.
- q) A teacher communicates regularly with parents through newsletters or WhatsApp groups.
- r) A teacher collaborates with subject heads to plan school-wide projects.
- s) A teacher builds rapport with learners by showing empathy and support.
- t) A teacher partners with NGOs to provide extra resources for learners.

1.2 Briefly define the following terms in the context of the teaching profession (12)

- i. Profession
- ii. Standards-
- iii. Professional Learning Community
- iv. Stakeholders.

## **Question Two**

2.1 Draw a table and mention the features of Shared Values, Vision and Mission, versus Shared Leadership (8)

2.2 Describe how you would network your school with other relevant stakeholders. (10)

### **Question Three**

3.1 The statement below presents scenarios of adaptation and adoption in the teaching profession. Please indicate which of the following scenarios is an adaptation or an adoption? (10)

- a) Teachers use printed worksheets or radio programs as alternatives to online learning tools.
- b) Namibia utilises UNESCO's Education for All and Sustainable Development Goal 4 on quality education, integrating them into the national education system.
- c) A rural school modify examples in science or mathematics lessons to reflect farming practices or local resources so learners can relate better.
- d) Schools transitioned to digital platforms (such as Zoom, Google Classroom, and WhatsApp groups) to continue learning due to COVID-19.
- e) Schools adopt safeguarding frameworks developed by the government or NGOs to protect children's rights.
- f) The Ministry requires schools to implement the Learner-Centred Education approach as a pedagogy.
- g) Schools and teachers implement the Education Act 16 of 2001, also known as Namibia's Education Sector Policy on Inclusive Education, as directed by the Ministry of Education.
- h) Introduction of the Cambridge curriculum or Continuous Assessment system in secondary schools, where the system is brought in from external authorities, and schools must follow it.
- i) Teachers adjust teaching methods or materials so that learners with visual or hearing impairments can access the curriculum.
- j) A history teacher modifies global history lessons to include Namibian examples and experiences for relevance.

3.2 Reflecting strictly on the settings below (A and B), identify and or mention four key aspects of ethics and four key features of standards in the teaching profession, based solely on the provided examples. (8)

- A. Mr. Ndonga is a mathematics teacher responsible for teaching the Grade 10 curriculum. He carefully prepares his lesson plans to align with the national education standards, ensures he uses age-appropriate teaching methods, and assesses students using the prescribed evaluation rubrics. During classroom observations, inspectors note that his lessons meet the required professional standards, including clear learning objectives, proper time management, and the use of inclusive teaching strategies.

**B. Mrs. Kandu, a high school teacher, notices that a student, Timo, has been consistently performing poorly in exams. After observing him closely, she realises that Timo is facing challenges at home, including a lack of parental support and access to learning resources. Instead of penalising him or ignoring his situation, Mrs. Kandu decides to provide additional tutoring after school and connects him with the school counsellor. She also keeps his situation confidential to protect his dignity.**

**3.3 Your school principal has assigned you the task of introducing a new teacher to your school. List the Namibian professional documents, policies, and or Acts in the education sector with which you think this teacher should be oriented (7).**