

2ND SEM. 2009/2010



PAGE 1 OF 3

UNIVERSITY OF SWAZILAND

FINAL EXAMINATION PAPER

**PROGRAMME : BACHELOR OF SCIENCE IN HOME
ECONOMICS EDUCATION YEAR III**

COURSE CODE : HEE 305

TITLE OF PAPER : STUDENT TEACHING SUPERVISION

TIME ALLOWED : TWO (2) HOURS

**INSTRUCTIONS : ANSWER QUESTION ONE (1)
AND ANY OTHER (2) QUESTIONS**

**DO NOT OPEN THIS PAPER UNTIL PERMISSION HAS BEEN
GRANTED BY THE CHIEF INVIGILATOR**

Question 1 (Compulsory)

- a) A student teacher needs tacit knowledge to be able to deal with the demands of a classroom. What is meant by tacit knowledge? (10)
- b) Supervision is believed to be a process of communication between a student teacher and the supervisor which results in the intellectual growth of the student teacher.
 - i) Explain what is meant by growth of the student teacher. (6)
 - ii) The cooperating teacher who supervises teaching practice is considered a member of a community of practice. Identify and explain the three (3) characteristics of a community of practice. (9)
- c) Intent participation in a community of practice provides an individual an opportunity to learn first hand the ways of that community. Compare and contrast this first hand learning with the learning provided in a regular teaching episode. (15)

[40]

Question 2

- a) Identify and explain the three (3) environmental demands of a classroom in which a student teacher will practice teaching. (12)
- b) Describe the two (2) broad dimensions of teacher thought processes. (18)

[30]

Question 3

- a) Write short notes on the following:
- i) Authentic assessment (7)
 - ii) Lesson plan as a topological work space in clinical supervision. (5)
- b) The student teacher assigned to you will have problems dealing with learner behaviour problems. What can the student teacher use to critically reflect on the problems? Identify and explain the six (6) steps of this approach. (18)

[30]

Question 4

- a) As a role model for a student teacher, identify, at least two (2) competencies that you would demonstrate in the following supervisor behaviours. (12)
- i) Guiding behaviours
 - ii) Reflecting behaviours
 - iii) Supporting behaviours
- b) In a supervision situation, supervisors use any one of three (3) categories of belief systems. Describe the personal growth-centered supervision, and critical supervision. (18)

[30]