

4. Introduce the main parts of a Teachers' Instructional Guide (TIG) paying particular attention to Part I of the TIG. (04 Marks)
5. Explain how you would clarify the difference between assessment and evaluation to a novice teacher. (04 Marks)
6. Present a tool that can be used for summative authentic evaluation and discuss its main features. (04 Marks)
7. Assume that you are entrusted with the responsibility of planning a school-based professional development programme for staff holding managerial and leadership positions of a school prepare a presentation with sub headings to introduce 21st century education skills to them. (04 Marks)
8. Define the two terms 'supervision' and 'mentoring' by highlighting their similarities and differences. (04 Marks)
9. Name the zonal education officer who plays a major role in curriculum reforms and discuss the contribution of this officer towards the successful implementation of these reforms. (04 Marks)
10. Reflect on the topics you studied under the Course on Curriculum Management and discuss **one** topic that you consider as important to teachers of the school system. (04 Marks)

(Total Marks 40)

Part II

(02). School leaders, who establish the culture and organization necessary for their schools to provide quality teaching, bring about an indirect, but important, effect on students' learning. Studies have found that better management services provided by school leaders correlate positively with learning outcomes of students while instructional leadership that furnishes the teachers with a better sense of purpose and more opportunities for teacher collaboration also does the same on a larger scale. On the whole it is accepted that effective guidance, training, and working conditions that are provided to teachers enable school leaders and managers to create the best possible learning environment to school children.

- (i). Present your views with respect to 'quality teaching'. (06 Marks)
 - (ii). Explain with examples the three levels at which Sri Lankan teachers are expected to specify learning outcomes of students and give **one** example for each. (06 Marks)
 - (iii). Selecting any learning outcome you have mentioned under (ii) above, illustrate its contribution to two national goals of education. (06 Marks)
 - (iv). Introduce the place you take in the educational hierarchy using a diagram and explain the instructional leadership role you are expected to perform there. (06 Marks)
 - (v). Focusing on the learning environment to be created for school children of the 21st century, specify the relevance of the term 'training' used in the last sentence. (06 Marks)
- (Total Marks 30)

(03). The competency based approach to learning and teaching introduced under Reforms (2007) attempted to develop Higher Order Thinking (HOT) skills in school children.

- (i). Discuss the strategies applied in the competency based approach to learning and teaching to develop skills in school children. (06 Marks)
- (ii). State what you understand by the term 'curriculum overload,' and explain how the competency-based approach to learning and teaching can help overcome this problem. (06 Marks)

- (iii). Explain with examples the difference between the two terms ‘competency’ and ‘content’. (06 Marks)
- (iv). Present the original and the revised versions of the Bloom’s Taxonomy of Educational Objectives and discuss the contribution of the new version towards designing the curriculum reforms of the new millennium. (06 Marks)
- (v). Discuss the place of assessment and evaluation in today’s school context and state how the Bloom’s Taxonomy facilitates these aspects. (06 Marks)
- (Total Marks 30)

(04). Go through the issue statements given below to select any **two** on which you are familiar.

- Should school leaders moving towards successful schools follow the saying “Health First”?
- Should educationists designing curricula pay attention to both Subject Matter Knowledge (SMK) and Pedagogical Content Knowledge (PCK)?
- Should Sri Lankan schools pay attention to vocational education?

Assuming that you are in the process of planning debates on the selected issues,

- Indicate your stand in relation to each issue selected. (03 Marks)
- Reflecting on the data that you may need to justify your stand, develop an outline / structure that would facilitate both data collection and presentation. (06 Marks)
- Present the data collected in an interesting manner to develop **two** paragraphs that would guide you in conducting the debates selected.

(7 X 3 = 21 Marks)

(Total Marks 30)
