

- ④ provide direction and encouragement to students as they engage in individual and collaborative learning activities
- ④ recognize and accommodate diversity in students' backgrounds, learning styles, personal assets, and abilities
- ④ help students establish and negotiate codes of conduct regarding individual and group behaviours that promote learning and ensure safety
- ④ help students set limits and establish parameters for individual and class behaviour
- ④ record and report on student progress

Role of Parents/Guardians

Parents and guardians play a significant role in the education of young people. Parents and guardians can:

- ④ provide direction, encouragement and support, and act as positive role models
- ④ support codes of conduct and help students set limits and establish parameters for behaviour
- ④ collaborate with the school in assisting students to reach their full potential
- ④ communicate regularly with teacher and school to achieve common goals
- ④ reinforce common values and beliefs as they relate to topics and issues addressed in courses and programs
- ④ encourage students to investigate their own areas of interest within the home economics/family studies program

Planning and Implementation

There are many factors that need to be considered regarding the planning and delivery of a program at the school and classroom level.

Scheduling

Consideration should be given to scheduling the length of time required to implement learning activities with a hands-on laboratory component. Home economics/family studies programs and courses work best in time slots which allow adequate time for experiential activities. An option to consider would be flexible and/or block scheduling. Offering a course in larger single blocks of time over a short period of time allows for experiential, hands-on activities. These sustained blocks of time allow the learner to be engaged in relevant knowledge-building activities. Class periods of short duration can be ineffective and inefficient because meaningful learning cannot be sustained.

Class Size

In the lab-oriented courses, class size is a critical issue. Safety concerns and physical space limitations may dictate the number of students assigned to a class.

Resources

Resources such as finances, personnel, equipment and facilities affect the implementation and delivery of programs and courses. See the section on Resources, p. 33.

Assessment and Evaluation

In the context of this framework document, assessment is defined as the measurement - the act of determining progress and achievement, while evaluation refers to interpretations and judgements about student progress and achievement.

Evaluation and assessment are intended to determine performance in relation to the stated outcomes for the program or course. The stated outcomes provide the framework for teacher and student planning with respect to learning and are the basis for judging student progress and achievement. Outcomes should be clearly communicated to students. Student self-evaluation and peer evaluation can be better accomplished when intended outcomes are known and understood.

The purpose of assessment and evaluation is to report on the achievement of outcomes. Teachers provide information to students and parents on the progress students have made in their learning through narrative reports, conferencing, and letter and number grades. Reports should be clear, accurate and useful to students and parents. They might suggest ways in which students can improve their learning and identify ways in which teachers and parents can best provide support.

Assessment and evaluation should:

- use processes and techniques that are designed to determine whether the outcomes have been achieved
- reflect the stated outcomes for the program
- be an integral part of the teaching and learning process and of each component of the program
- give all students the opportunity to demonstrate the achievement of the outcomes
- provide positive, instructive, supportive feedback to students
- invite and encourage student self-assessment and active participation