Taking ownership: Including all teachers in SBCPD

Conference or Workshop Item

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Taking ownership:
Including all teachers in SBCPD

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GROUP 5.

3 things that worked well.

a) Execution of ZEST study cycles. - All teachers took part

b) Use of teaching approaches (Questioning and pair work) - Active participation by learners

c) Improved record keeping (use of teacher’s note, SIR book)

GROUP 4

Successes

- All teachers got involved in TGMs actively.
- Teachers became resourceful
- Teachers were able to coach each other
The Zambia context

• Revised primary school curriculum which focuses on knowledge, skills and values
• Well-established system of school-based CPD (SPRINT) – Head teachers in-service meeting (HIM); Teacher Group Meetings (TGMs)
• Established roles: school in-service co-Ordinator (SIC) and zonal in-service co-Ordinator (ZIC)
• System based on ‘Lesson Study’
• Low student outcomes
ZEST / LESSON STUDY CYCLE

1. Define a teaching approach to focus on
   - Defining the problem or challenge

2. Plan classroom activities collaboratively
   - Collaborative planning

3. Teachers try their activities in their own classrooms
   - Implementing demo lesson

4. Reflect on lessons
   - Reflecting on lesson

5. Plan other classroom activities collaboratively using the same teaching approach

6. Revise the lesson

7. Reflect on lessons again
   - Reflect on lesson again

8. Reflections compiled and shared
   - Reflections compiled and shared
ZEST Resources

- Training handbook
- Facilitator Guide
- Implementation guide
- Revised curriculum
- Teacher’s notebook
- TESSA materials
Taking ownership: Including all in teachers’ SBCPD
Providing digital access to all

• Raspberry Pi computer
• Try out at OU IDO stand

• Opportunities
• Challenges
Innovation

• Focus on the development of skills for teachers

• Use of technology to access materials

• Final output will be a co-designed digital resource available to all teachers in Zambia
Thank you

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