Taking ownership: Including all teachers in SBCPD

Conference or Workshop Item

How to cite:

For guidance on citations see FAQs

© [not recorded]

Version: Version of Record

Link(s) to article on publisher’s website:
http://oasis.col.org/handle/11599/3410

Copyright and Moral Rights for the articles on this site are retained by the individual authors and/or other copyright owners. For more information on Open Research Online’s data policy on reuse of materials please consult the policies page.

oro.open.ac.uk
Taking ownership:
Including all teachers in SBCPD

Lore Gallastegi; Kris Stutchbury; Martin Mwiinga; Clare Woodward
UPDATES FROM SCH

1. ASPECTS OF ZEST THAT HAVE WORKED
   a) TGMS—FULL PARTICIPATION
   b) IMPROVED LESSON DELIVERY.
   c) THE TESSA MATERIALS ADDED VALUE TO MOST OF THE SUBJECTS

2. AREAS THAT NEED MORE SUPPORT
   a) MORE TRAINING TRAINING TO COME DUE TO TRANSFERS AND LEAVE.
   b) SUPPLY MORE TESSA MATERIAL.

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
   - Improved record keeping (use of teacher's note/SIR book).

1 thing that did not work well.
   a) Marrying TESSA materials with the curriculum. (clarification)

GROUP 4

Successes

- All teachers got involved in TGMs actively.
- Teachers became resourceful.
- Teachers were able to consult each other.

BENEFITS

Implementation and involvement of group activities in planning and practicing.

Peer monitoring was enhanced.

It has created harmony and reduced friction among teachers.

Slow learners are brought on board; they are actively involved in pair work.
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 again
   - Reflecting on Lesson

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

6. Teachers try their activities in their own classrooms
   - Implement Revised Lesson

7. Reflect on lesson

8. Reflection 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

Kris.Stutchbury@open.ac.uk
Lore.Gallastegi@open.ac.uk
Clare.Woodward@open.ac.uk
Martin_Mwiinga@wvi.org