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).

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

GROUP 4.

Successes.

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

 BENEFITS

Implementation and involvement of teachers in planning and practicing.

Peer monitoring was enhanced.

It has created harmony and reduced friction among teachers.

Slow learners are brought on board as 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
   REFLECTING ON LESSON

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

6. Reflect on lessons
   REFLECT ON LESSON AGAIN

7. Teachers try their activities in their own classrooms
   IMPLEMENT REVISED LESSON

8. Reflections compiled and shared
   REFLECTIONS COMPILLED 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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