

## Video 4.1

CHRISTINE MALONGA: The teachers in Nkwashi work together when they are planning their lessons. They plan together. And at the same time, when they are monitoring, after planning, they get back to class. Each one implements what was planned.

Then after planning and getting to class to trial what was agreed in the meeting, there's monitoring, peer monitoring of the strategies that we discussed in the group. So, they've been working together in those areas so that they see how they can help the learners and also improve the classroom environment.

When it comes to some of the strategies, like use of the local environment, they have to do it together. They also, when before getting to class, with the strategy of questioning, they actually sit, look at which questions are higher order, which ones are lower order questions so that before they actually get to the classroom to teach, each one of them is familiar with this strategy.

And in the end, the child benefits because they'll be participatory learning when the strategies are implemented. There is collaborative teaching, planning. And I would say there's been more-- I don't know if there's such a word as togetherness in the way they are doing their work.

One is more dependent on the other. So that together they can see how pupils of a particular grade can be assisted so that they all achieve the best and move to the next grade with better results.

PHILIS MABONA: There's a lot of collaboration because teachers usually consult one another when planning their lessons. And usually in CPDs, that's where you find them asking questions as to how one would teach that lesson, the different approaches that one can involve in the lesson, and even how to introduce, go about the development and the conclusion. So, they are working together.

PAXINA MWENYA: As a District Education Standards Officer, when we go out monitoring, there are quite a number of changes that we have observed. For instance, I'll give one. Where you find teachers, when they were doing their preparations, and then they had challenges with certain topics.

But then, instead of consulting others, such teachers would do-- you would find that maybe they would skip such a topic. But as it is now, since they have that provision of consulting each other, wherever they have a challenge, they consult a fellow teacher. And they plan together the best way in order to handle such a topic. And the very teacher who handled that topic very well, instead of just leaving the topic hanging. So, pupils are benefiting. Even the teachers themselves are benefiting.