

Enhanced SPRINT Implementation Guide



Teachers' toolbox

A graphic of a blue toolbox with a white label on top that says "Teachers' toolbox". The front of the toolbox is decorated with nine circular icons arranged in a 3x3 grid. The icons represent: a person at a computer, a group of three people, a graduation cap with the word "TESSA" below it, an open book, a pencil writing on a document, a document with a checklist, headphones, a tree, and a red certificate or diploma.

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Acronyms

DESO – District Education Standards Officer
DRCC – District Resource Centre Coordinator
ESO – Education Standards Officer
GRACE – Grade Teachers’ Meetings at Resource Centres
HIM – Headteacher In-service Meeting
MoGE – Ministry of General Education
MOOC - Massive Open Online Course (MOOC)
OU – The Open University (UK)
PRCC – Provincial Resource Centre Coordinator
SBCPD – School Based Continuing Professional Development
SIC – School In-service Coordinator
SIR – School In-service Record
SMART – Subject Meetings at Resource Centres
SPRINT – Schools Program of In-service Training for the Term
TESSA – Teacher Education in Sub-Saharan Africa
TGM – Teacher Group Meeting
UNZA – University of Zambia
WVZ – World Vision Zambia
ZEST – Zambia Education School-based Training
ZHT – Zonal Headteacher
ZIC – Zonal In-service Coordinator

The purpose of this guide

(Note: this guide has been prepared at the end of the ZEST project co-design phase. It will be reviewed on completion of the project to incorporate experiences from the scale-up phase).

The Revised Zambian School Curriculum requires teachers to adapt the way they teach, placing more emphasis on skills and values, as well as knowledge. This is a lot to ask of teachers, and they need help and support. This guide explains how the Enhanced SPRINT programme for School Based Continuing Professional Development (SBCPD) works and what you can do to support teachers.

This guide is for the people whose job it is to support teachers in their daily work and their SBCPD – provincial, district and zonal officials, head teachers and SICs. It should be read alongside the *Active teaching and learning for Africa Training Resources* and the **Facilitator Guides**. This Implementation Guide explains the roles of all involved. The Training Resources set out a programme for Teacher Group Meetings (TGMs), which encourages collaboration between teachers and provides guidance on how to implement active teaching and learning approaches. As a provider of support for teachers, a monitor and an evaluator of teaching, you will be in a stronger position to lead improvements in teaching and learning if you have read and are familiar with the Training Resources and Facilitator Guides.

This Guide has been developed in Central Province as part of a pilot project called Zambian Education School-based Training (ZEST) (funded by the Scottish Government) to enhance SBCPD. The background to this work is explained in the initial section of this implementation guide.

The programme provides resources to support the implementation of the Revised Zambian School Curriculum by supporting teachers in teaching knowledge, skills and values and meeting the aspiration of MoGE that teaching be learner-centred and should actively engage learners. The SBCPD programme has the same roles, structures and processes as the existing SPRINT system, with two enhancements:

1. It includes resources that identify specific topics for discussion at TGMs and provides ideas to support teachers in planning classroom activities. The resources draw on international research into what works in teachers' CPD. Teachers are supported in systematically developing their skills in active teaching and learning by working through a set of teaching approaches. They all **collaborate, practise** and **reflect** in order to improve their teaching.
2. All teachers are expected to teach the activities they have planned in their classroom. This approach is in contrast to that of the demo lesson where only one teacher teaches the planned lesson and the others are passively involved as observers. In the Enhanced SBCPD, all teachers are actively involved in teaching. The reflection after the lesson, with a small group of colleagues, helps them to plan other activities using the same approach.

The resources will be available beyond the end of the project and can be made available to all teachers in Zambia.

As a provincial representative of MoGE, your role is to use this guide to support districts in implementing the Enhanced SPRINT programme. **As a district or zone representative**, your responsibility is supporting schools. Finally, **as a headteacher or SIC**, your role is to guide the teachers in your school in developing active teaching approaches and collaborative planning. Details of the roles and responsibilities, examples from the pilot programme, as well as feedback from participating schools are provided to support the implementation of this Enhanced SPRINT programme.

Context

The Zambian Government have championed School Based Continuing Professional Development (SBCPD) since 2005 when, in partnership with JICA, they adopted the Japanese 'Lesson Study' programme. 'Lesson study' has led to some excellent practices, including regular Teacher Group Meetings (TGMs) and an expectation that teachers will engage in collaborative planning and peer-observation. An infrastructure has also been established with a set of clearly defined roles, such as the Zonal In-service Coordinator (ZIC) and School In-service Coordinator (SIC), alongside processes and routines such as a termly Headteacher In-service Meetings (HIM) and the School In-service Record (SIR) book.

However, after 15 years, although statistical improvements have been recorded, the MoGE would like to see more observable change in the classroom and a greater impact on student learning outcomes. (In 2016, the examination pass rate for Grade 9 was 49% nationally and 43% in Central Province (https://www.moge.gov.zm/?wpfb_dl=50).)

In 2017, following an earlier collaboration between The Open University (OU) and the University of Zambia (see Appendix 1), at the request of the then Permanent Secretary Henry Tukombe, the Scottish Government agreed to fund the 'Zambian Education School-based Training' (ZEST) programme (see Appendix 2 for his letter supporting the bid to the Scottish Government). ZEST is designed to enhance the existing 'Lesson Study' system by applying a few adjustments to the existing cycle of activity and providing resources to support active teaching and learning. The adjustments draw on international research into what works in teacher education.

Funding is in place until 2022 to develop a pilot in Central Province. ZEST brings together:

- international expertise in teacher education from The Open University UK (OU)
- national expertise and experience from World Vision Zambia (WVZ) in the implementation, monitoring and evaluation of educational programmes
- local knowledge and understanding of the primary school context in Central Province.

ZEST is the pilot and is being used to establish ways of working within existing systems and to co-design resources to support lesson study and make it more productive. All the resources will be made available digitally with an open license, meaning that they can be copied, adapted and distributed free of charge and will remain available after the lifetime of the project.

The ZEST project has two phases:

- **Phase one (2017–2020):** Three cohorts of around 200 teachers each from Chisamba, Kabwe and Mumbwa worked through the programme, which was led by the OU and WVZ. This is the co-design and 'proof of concept' phase.
- **Phase two (2021–2022):** The programme is extended to Shibuyunji and Mkushi districts in Central Province. This phase is led by Provincial Officers working with District Officers and supported by the OU and WVZ.

Beyond the project, MoGE will review the programme and the resources that have been developed and make a decision about the future of SBCPD. The work that has been done in Central Province could be extended to other provinces or provinces could be supported in adapting the programme for their own use.

ZEST and SBCPD

SBCPD in Zambia is based on the Lesson Study cycle which has been implemented in schools for more than a decade. This has been successful in establishing a culture of TGMs and collaborative planning but has failed to deliver significant improvements in student outcomes. ZEST was designed to strengthen the existing system, by tackling some of the challenges associated with Lesson Study. These challenges were identified by practitioners in Zambia at a meeting at the start of the project:

- TGMs do not always take place because there is confusion over what to discuss.
- There is a lack of resources in the system to support the Revised Zambian School Curriculum.
- Although planning is collaborative, only one teacher teaches the planned lesson. Others are only passively involved when observing a full demo lesson, which might not be in their subject area.
- The same people tend to volunteer to do the demo lesson. Inexperienced or under-confident teachers often remain passive as being observed by a large group can be intimidating.
- Lesson study disrupts normal teaching and the demo lesson is sometimes artificial, with children being left unattended when teachers observe the demo lesson.
- Teaching the same lesson a second time is not authentic, as the same curriculum topic is being taught again to the same children.

In ZEST, a set of teaching approaches were identified by teachers from Chisamba to provide a systematic set of 'problems' to be discussed and practised as part of Enhanced SBCPD. These are described in the **Training Resources**. In this section, we will explain the *SBCPD process*, the role of *peer observation and reflection* and the use of a *Teacher Notebook* to support teachers' reflection and professional development.

A core principle of Enhanced CPD is the importance of detailed planning.

Planning

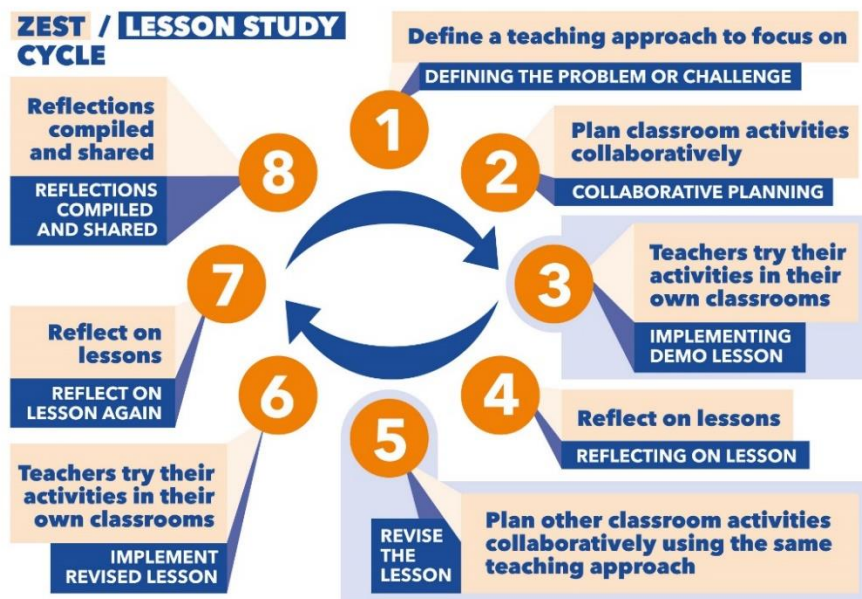
As part of Enhanced SBCPD, teachers work together to plan classroom activities. Planning is also an important part of your role in supporting teachers' professional development and practice.

- It is important for facilitators to plan what to say during meetings, so they limit their contribution and leave time for the teachers to discuss the issues.
- If the SIC and Facilitator plan together, it is a chance to check that they both understand the key messages.
- DESO and ESOs need to plan their visits to school and identify the focus of the visit, so they can be sure they gather the information they need.
- Through joint planning, DRCC and ZICs will develop a shared understanding of the issues.

The Enhanced SBCPD process

In Year 1, teachers use TGMs to discuss three active approaches per term, and to collaboratively plan classroom activities which use those approaches. **All** teachers are then expected to carry out their plan in their own classroom. They discuss their experiences with a colleague and plan another activity using the same approach, for a different grade or subject, using what they have learnt. Rather than a formal, staged observation with multiple observers which disrupts normal teaching, teachers are encouraged to work in pairs or threes to arrange short informal peer observations when they are free, designed to provide mutual support.

This is summarised in the diagram below which presents the lesson study cycle and shows how the enhancements fit in. For each step, the Enhanced SBCPD activity (ZEST) is given in orange.



In order to plan classroom activities, teachers, head teachers and SICs are supported by a ‘toolkit’ of resources. These include:

- Training Resources
- Facilitator Guides
- TESSA resource library
- TESSA Curriculum Guide
- Revised Zambian School Curriculum
- A notebook in which all involved are encouraged to use to record their responses to TGM activities, their plans for classroom activities and their reflections on their teaching.

The details of these resources are explained in the box below:

The Enhanced SBCPD Toolkit

Training Resources – sets out a plan for each term for six terms (two years). In Term 6, there are suggestions for subsequent years. In Year 1, the plan revolves around nine active teaching approaches. In Year 2, the focus is using TESSA resources, supporting literacy and sustaining the programme.

Facilitator Guides – provides support for those tasked with facilitating a TGM.

TESSA Resources Library – a set of open educational resources (www.tessafrica.net), versioned for Zambia by the University of Zambia, which provide classroom examples of active teaching and learning. Explaining and maximizing the use of these resources will be the focus of Term 4.

TESSA Curriculum Guide – produced by a team of teachers, College lecturers and MoGE Officers, this maps TESSA Resources to the Revised Zambian School Curriculum.

Teacher Notebook – a place for teachers to record responses to TGM activities, their plans for classroom activities and their reflections on their teaching (see below for more detail).

The Enhanced SBCPD toolkit can be utilised within the Lesson Study Cycle as follows:

<p>Step 1 Defining a teaching approach</p>	<p>Based on the programme agreed at the HIM, identify the teaching approach to be practised. All teachers and school leaders can read about the approach in the Training Resources. Designated facilitators for the TGM also have Facilitator Guides to support them in their role. The recommendation is that teachers work on and practise three teaching approaches per term, which requires at least three TGMs but could involve more.</p>
<p>Step 2 Collaborative planning</p>	<p>In the scheduled TGM, the facilitator encourages teachers to carry out the TGM activities described in the resources, to write their responses in their Teacher Notebook and to work in small groups to help each other plan classroom activities based on the approach. At the end of the meeting, all teachers should have a plan for an activity they can use in a lesson the following week. The Training Resources contain classroom examples to support planning, but as teachers become more confident, they can be encouraged to use the TESSA Resource Library and TESSA Curriculum Guide. More guidance will be provided on TESSA in Term 4 of the six-term programme (see the section on the content of the Training Resources).</p>
<p>Step 3 Teachers try their activities in their own classroom</p>	<p>All teachers teach the activity that they have planned in their own lessons. Peer observation is encouraged for teachers who have planned an activity together to observe each other and later provide feedback on how the lesson has gone and how learners have responded to it.</p>
<p>Step 4 Reflecting on activity</p>	<p>Teachers meet in pairs or small groups to reflect on and discuss how the activity went. Teachers can note their reflections in the Teacher Notebook. Reflections should include aspects related to what the teacher has done and could do differently if needed, but also how learners have responded to the activity and how all learners can be involved in a similar activity in future.</p>
<p>Step 5 Plan a new activity using the same approach</p>	<p>In small groups, or in another TGM, teachers plan another activity using the same approach but for a different curriculum topic or grade.</p>
<p>Step 6 Try out the new activity</p>	<p>All teachers try the second activity. If possible, and if it does not disrupt their own teaching too much, teachers might observe each other for the specific classroom activity or part of a lesson.</p>
<p>Step 7 Reflect on activity again</p>	<p>Teachers meet in small groups to reflect and discuss the activity. Teachers can note their reflections in the Teacher Notebook.</p>
<p>Step 8 Reflections compiled and shared</p>	<p>Reflections are shared and all teachers make sure they have included their reflections and learning from their peer feedback in their Teacher Notebook. This might take place in a TGM, along with the discussion of the next teaching approach, or it might be the subject of a separate TGM.</p>

The cycle could involve one TGM, with small group discussions between meetings. Alternatively, it could involve two or three TGMs. It is up to the SIC, the head teacher and the TGM facilitators to

organise the meetings as appropriate. In Chisamba, Kabwe and Mumbwa, different models have been used which are described in Appendix 3.

Key improvements that the Enhanced SBCPD resources can bring to Lesson Study include:

- Instead of teachers defining a problem, the TGMs focus on nine teaching approaches (three per term) with an emphasis on active teaching and learning. The approaches have been selected by teachers in Zambia, get progressively more complex, and teachers' skills develop during the year.
- The **Training Resources**, the **Facilitator Guides**, the **TESSA Curriculum Guide**, and the **TESSA Resource Library**, provide resources to support the TGMs enabling them to be productive.
- All teachers collaboratively plan their own classroom activities in small groups, using the approaches, and they all teach the activities they have planned with their students.
- All teachers are encouraged to observe and be observed by peers and provide positive constructive feedback. Teachers observing an activity should agree on the objectives of the observation with their colleague in advance. During the observation, they should look at what he/she does but also what learners are doing and how they react to the teacher's instructions and the activity, to provide feedback to their colleague after the lesson.
- After reflection and evaluation of their teaching, each teacher plans another classroom activity using the **same approach**, but for a **different curriculum topic or grade**.

The Content of the Training Resources

Overall title: Active teaching and learning for Africa

Year 1

- **Term 1:** Classroom management for learner-centred teaching – focus on questioning, pair work and using local resources.
- **Term 2:** Inclusive teaching – group work, role play and storytelling, involving all.
- **Term 3:** Assessment for learning – eliciting prior knowledge, monitoring and feedback, assessment for learning.

Year 2

- **Term 4:** Managing and supporting learner-centred classrooms – focus on the TESSA resources.
- **Term 5:** Literacy across the curriculum – using the nine teaching approaches to support literacy across the curriculum.
- **Term 6:** Being a reflective practitioner – reflecting on practice, supporting others, finding resources.

In Term 6, ways of working for the future will be discussed, including identifying whole school priorities and finding open educational resources to supplement these resources.

Peer observation and reflection

In this Enhanced SPRINT programme of SBCPD, teachers are encouraged to reflect on their teaching and children's learning. This involves thinking about what went well, why it went well and how it has impacted on learners' progress. This will help them do more of this in the future. They also need to write down what could be improved. This is how they will learn. They need to be confident that they will not get into trouble for admitting that something could have been done better. Your role is to support teachers, not to judge them, and to make sure they understand that you will not criticise them for admitting aspects that could have worked better.

Teachers in Central Province reported that peer observation was a positive experience. It is less threatening than being observed by a big group. We suggest that teachers are encouraged to watch small parts of each other's lessons – perhaps while their own class work on a task – or use a time when they are not teaching to spend time in each other's classrooms. Even being observed for 10 minutes during an activity can be helpful to the teacher.

When observations take place in this way, the teacher and the observer trust each other. They should always discuss in advance what the teacher wants the observer to pay attention to, and the observer should always comment on the positives as well as what could be improved.

The Teacher Notebook

Teachers are encouraged to keep a notebook in which to record their responses to TGM activities, their plans for classroom activities, their reflections on their teaching and notes of their discussions with peers.

Teachers can use a standard school exercise book, provided by the school, or be asked to supply their own notebook. Increasingly, teachers might choose to make notes on an electronic device such as a phone, tablet or laptop. International research shows that writing and speaking support thinking. By developing the habit of recording their thoughts and ideas, teachers will engage more productively with the SBCPD process. Appendix 4 has more information on the Teacher Notebook.

An example of how teachers engage with the SBCPD cycle is provided below. The example highlights the complexity of teaching and shows how teachers can work together to solve problems.

Mildred and colleagues move round the cycle

Mildred teaches Grade 3. In her school, the HT and SIC had made a plan for the TGMs and the upcoming one was about group work (**Step 1**). At the TGM, Mildred took part in discussions about group work (TGM Activities 1 and 2) with all the grade 1-4 teachers in her school. Then she worked with her colleagues James and Phyllis to plan some classroom activities involving group work (teaching approach 4) (**Step 2**).

Mildred has 72 children in her class, so she was a bit apprehensive! She used one of the classroom examples provided to plan an activity with a number chart. One day, she asked the ten neatest writers in the class to stay behind, and using pieces of card from old food packets, she asked them to make some 100-square number charts. They made two each.

In the next lesson, she drew a number chart on the chalkboard along with some questions for the students to answer on their own. Then she gave out one chart per four students. She made sure that the low and high achievers were mixed up. James had suggested this so that the high achievers could help the low achievers. In each group they shared their answers to the questions and had to think of three patterns that they could see. Then each group fed back. Unfortunately, she ran out of time and nine groups did not get to speak. Also, there was a lot of repetition from the others, so the class became restless (**Step 3**).

Mildred, James and Phyllis met one break to compare how they had got on. Phyllis suggested that they all think of different ways of collecting feedback. They helped each other plan another activity (**Step 4 and Step 5**).

The next day, Mildred used one of the TESSA modules (*Life Skills*, module 1, section 3) in a science lesson about healthy eating. First, she ran a brainstorming session, filling the chalkboard with all the sorts of food that children eat. Then they worked in groups to make two lists: foods that are good for you and foods that are not. She then asked each group to give one food that was good for you and then moved on to the next group. They could not say one that had already been suggested. When they ran out and mentioned all the words in the lists, she set some more questions for them to discuss and asked different groups for the answers. This time every group contributed, and they all said something different. While her own class were answering some maths questions, Phyllis popped in for 10 minutes to see what Mildred was doing and noticed that some of the low achieving children were not talking very much (**Step 6**).

Afterwards they discussed their activities and Mildred decided to try and plan an activity in which the low achievers would sit together so they were not dominated by the others. She realised she would need to give different activities to different groups, but it would also be a chance to really challenge the higher achievers. She resolved to try and link their activity to something she knew the lower achievers were interested in (**Step 7**).

In the next TGM, the SIC got them each to write down a 'top tip' about group work. She collected them up and put them on the wall in the corner of the staff room. Mildred wrote, 'don't get all the groups to feedback, especially if they will be saying the same things' (**Step 8**). Phyllis wrote, 'encourage lower achievers who lack confidence to work together'. James wrote, 'in a big class mixed ability groups will support each other'. They all learnt that there is no 'right answer' to how to do group work – it depends on what you are teaching and the needs of your group.

Accessing Resources

During the initial co-design phase of this Enhanced SBCPD programme, the training resources were supplied in print form. As the project progressed these were migrated to a digital format. Resources were pre-loaded onto a small Raspberry Pi computer, which acts as a local server, and used by Mumwba (Cohort 3) schools. Teachers, Headteachers and SICs, as well as District and Province officials, can access the resources on their mobile devices by making a wireless connection to the Raspberry Pi computer. Each school is asked to identify a 'Digital School Champion' who can support teachers in using the Raspberry Pi.

The digital resources will also be freely available online as Open Educational Resources from July 2021.

The TESS resources are available now on the TESSA website: [TESSA | Teacher Education in Sub-Saharan Africa \(TESSA\) \(tessafrica.net\)](https://tessafrica.net)

It is important that each school agrees a plan to make best use of the resources to support TGMs. The Headteacher or SIC should be discussing this regularly with TGM Facilitators, using the guidance provided in the Facilitator Guides.

Roles and responsibilities for SBCPD

This Enhanced SBCPD is an on-going training programme designed to improve the implementation of the Revised Zambian School Curriculum. Whatever your role, whether a teacher, a provincial, district or zonal official, a SIC or a HT, you will need to read the **Training Resources** so that you are familiar with the **nine teaching approaches** and the suggestions for practice. Each role then has something different to contribute to the success of Enhanced SBCPD. Look at the tables and then read the examples below. (This should also be read in conjunction with the final section: 'Advice from the field'.)

Provincial Resource Centre Coordinator (PRCC)

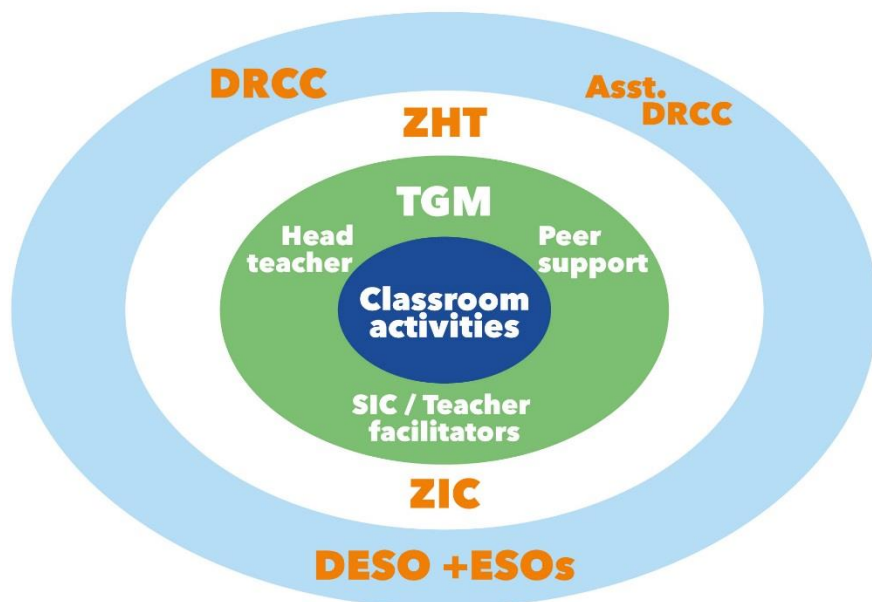
- Make sure you are familiar with the **Training Resources, Facilitator Guides, the TESSA Resource Library, and the Curriculum Guide.**
- Provide guidance and training for District Officers. Make this implementation guide available to them.
- Make the resources available to District Officers and schools on a Raspberry Pi computer, memory sticks or provide internet links.
- Keep records of what is happening in schools/districts.
- Consider ways of keeping in touch with districts including WhatsApp and Zoom.
- Monitor SBCPD activities in schools and districts.
- Collect data from districts, analyse it and give feedback.
- Facilitate linkages between schools.
- Encourage districts to hold review meetings.
- Provide support as needed to the districts.
- Write an annual report on SBCPD activities.

<p>District Teacher Education Team (DRCC and Asst DRCC)</p>	<p>District Standards Team (DESO and ESOs)</p>
<ul style="list-style-type: none"> • Be familiar with the Training Resources, Facilitator Guides, the TESSA Resource Library and the Curriculum Guide. • Conduct orientation training for ZICs, SICs and headteachers into this way of working and ensure the HIM takes place. • Collect an ‘action plan’ for each school (via the ZICs) to include a timetable for TGMs. • Plan how to keep in touch with schools (WhatsApp, Zoom or text messaging). • Monitor the implementation of the action plans. • Keep the PRCC up to date with how SBCPD is working in your district. <p>Provide support by:</p> <ul style="list-style-type: none"> • Listening carefully to the concerns of HTs, SICs and teachers. If they are not implementing SBCPD as intended, find out why and what you could do to support them. • Modelling good practice, by supporting them to work together to solve problems. • Supporting teachers in planning lessons using the Training Resources and TESSA. 	<ul style="list-style-type: none"> • Be familiar with the Training Resources, Facilitator Guides, the TESSA Resource Library and the Curriculum Guide. • Take part in the orientation of SICs, ZICs, HTs and ESOs. • Find out through monitoring and review meetings how schools are implementing ZEST. • Find ways to keep in touch with schools between visits through WhatsApp and Zoom. • Identify good practice that could be shared more widely. • Provide support for teachers in the nine teaching approaches. • Help teachers to make connections between the TESSA resources and the Revised Zambian Curriculum. • The DESO with responsibility for ODL or ICT to provide support for School Champions identified to assist teachers with the use of Raspberry Pis.
<p>Zonal headteachers</p>	<p>Zonal in-service coordinators</p>
<ul style="list-style-type: none"> • Be familiar with the Training Resources, Facilitator Guides, the TESSA Resource Library and the Curriculum Guide. • Make sure each school has an action plan in place. • Support school head teachers in designing their action plan. • Model good practice by ensuring that SBCPD runs smoothly in your school. • Collect reports from the ZIC. • Conduct school monitoring once each term. • Coordinate the flow of information between DEBS and schools. • Monitor implementation of action plans developed by all schools in the zone. • Keep in touch with your schools via WhatsApp, Zoom or text messaging. 	<ul style="list-style-type: none"> • Be familiar with the Training Resources, Facilitator Guides, the TESSA Resource Library and the Curriculum Guide. • Make sure each school has an action plan in place. • Support SICs in implementing the action plan. • Model good practice by ensuring that SBCPD runs smoothly in your school. • Collect reports from the SICs in your zone and compile zonal reports for district. • Help teachers to make connections between the TESSA resources and the Revised Zambian Curriculum. • Organise Grade Teachers’ Meetings at Resource Centres (GRACE) and Subject Meetings at Resource Centres (SMART).

School headteachers	School in-service coordinators
<ul style="list-style-type: none"> • Be familiar with the Training Resources, Facilitator Guides, the TESSA Resource Library and the Curriculum Guide. • Work with the SIC to make an action plan for in-service training. • Monitor the implementation of the action plan and ensure the SIR book is up to date. • Monitor the TGMs and provide coaching for the facilitators if necessary. Make sure they have access to the Facilitator Guides. • Ensure that teachers in the school have access to the TESSA Resource library. • Work with the ZHT and district officials to get any extra support you feel that you need for the teachers in your school. • Organise, plan and carry out the orientation of and professional guidance for new members of staff or ensure SICs orient them. • Incorporate grades 8 and 9 to use the teaching approaches. • Provide logistics to support SBCPD where necessary. • Monitor if the planned activities are making any impact to teaching and learning. • Work with SIC to identify and support School Champion in assisting teachers in the use of Raspberry Pis. 	<ul style="list-style-type: none"> • Be familiar with the Training Resources, Facilitator Guides, the TESSA Resource Library and the Curriculum Guide. • Work with the HT to make an action plan for in-service training. • Implement the action plan and ensure the SIR book is up to date. • Work with the HT to identify facilitators for each TGM and make sure they have the Facilitator Guides. • Support the teacher facilitators in their preparation for TGMs, by working with them to decide which Activities will be used in each meeting. • Encourage teachers to use the TESSA library. • Work with the ZIC and DRCC to get any extra support you feel that you need for the teachers in your school. • Make sure you know where good practice is taking place in your school so that you can encourage teachers to support each other. • Organise, plan and carry out the orientation of new members of staff: teachers, student teachers. • Take part in internal school monitoring. • Exchange monitoring reports with schools in the zone. • Work with Headteacher to identify and support School Champion in assisting teachers in the use of Raspberry Pis.

Implementation Support Model

The successful implementation of ZEST SBCPD depends on the actions of District Officials (DRCC, Asst DRCC, DESO and ESOs), ZICs, ZHT, SICs and school HTs to support teachers in their classrooms and in TGMs. The relationship between these roles is illustrated in the diagram below.



Examples

Example 1 – DESO

DESO Paxina arrived at a school in order to find out if ZEST was making a difference to teaching and learning. After receiving a brief update and looking at the SIR, she observed a Grade 5 numeracy lesson. The teacher, Martha, had organised some pair work on adding and subtracting fractions (Section 5.7.3 in the Mathematics Syllabus). Paxina observed most of the children working independently on the task, even though the teacher had asked them to work together to answer the questions. One girl was even hiding her work from her partner. Paxina consulted the **Training Resources** and found a section on 'think-pair-share'. She realised that learners had always been told not to copy, so being asked to work together was quite difficult for them.

After the lesson, Paxina asked Martha how she thought the lesson had gone. Martha had noticed that not much talking had been going on but was not sure what to do about it. Paxina showed her the training resources and highlighted the section on 'think-pair-share'. They discussed how Martha could have used this approach. The learners could have done five problems on their own, and then compared their answers in pairs. If they did not agree, they discuss the problem and agree on the final answer. Once the pair have agreed on the five answers, they could have compared their answers with another pair. While they were working on their own, Martha could have walked around and watched what they were doing, but not stepped in immediately if she observed a mistake. During the discussions, she could have listened and learnt more about who was finding it easy and who was finding it difficult (formative assessment). Paxina highlighted the fact that talking about their work helps learners to think more deeply.

Martha said that she only looked at the Training Resources in the TGMs when the Raspberry Pi was available, so she had not spotted the section on possible pair work activities.

Afterwards, Paxina found the SIC and described what she had seen. She asked him if the teachers were encouraged to download the Training Resources on to their own phones and realised that he did not know how to do that. So, they logged on to the Raspberry Pi together and Paxina showed him how to download resources. They also discussed whether he might leave the Raspberry Pi in the staffroom, so that teachers could access it between TGMs. She showed him a picture she took in another school of a secure box that someone had made so the Raspberry Pi could be kept in the staffroom. He agreed to show all the teachers in the next TGM how to download resources and to find a way of making the Raspberry Pi available between meetings.

Points to note

- Paxina was familiar with the **Training Resources** herself and was able to support Martha.
- Paxina let Martha analyse the lesson rather than just jumping in to explain what she did wrong.
- Paxina used the Training Resources to help Martha solve the problem. This meant that next time she had a problem, Martha would have been more likely to use them herself.
- Paxina was able to help Martha improve her plan. By working with teachers in different schools, in this way, Paxina will be able to share good practice across the district.
- Paxina supported the SIC to make sure that teachers could access Training Resources between TGMs.

Example 2 – ZIC

ZIC Phyllis arrived at one of the schools in her zone in order to monitor the training that had taken place that term. She started by looking in the SIR and was disappointed to find nothing recorded. The SIC was new to the role and was not sure what to write there. She found out that to date they had had two TGMs on 'group work'. In one, they did TGM Activities 1 and 2 and planned an activity to try that week. In the second, they shared their experiences and did TGM Activity 3 on group work to support literacy. Phyllis looked in the **Teacher Notebooks** and read some of the teachers' reflections. She realised that a number were finding group work difficult, with classes getting bored when the groups fed back.

Phyllis then had a meeting with the SIC. They sat together to fill in the SIR with Phyllis providing guidance. Phyllis then told him what she had noticed about the group work. Together, using the **Training Resources**, Phyllis and the SIC identified three strategies for improving group work, including not getting each group to feedback every time. In the next TGM, the SIC started off by sharing these ideas with all the teachers and leading a discussion to draw out some more suggestions.

Points to note

- Phyllis was familiar with the **Training Resources** herself and able to use it to coach the SIC in using group work.
- Phyllis read the Teachers' Notebooks, and this enabled her to identify where they needed help.
- Phyllis did not fill in the SIR – she guided the SIC in how to do it so that he would be able to do it himself next time.

Example 3 – DRCC

DRCC Mike visited one of the zonal schools to monitor the implementation of the SBCPD programme. He started by asking the HT how the in-service programme was going. The HT was not able to answer his questions, and the SIC was not in school that day. Together the HT and Mike

spoke to some of the teachers and found out that two meetings had taken place so far. In the first, the SIC gave a lecture on group work and in the second they had discussed arrangements for forthcoming examinations. Mike asked the HT why he had not been involved in the in-service programme. The HT said that he was extremely busy implementing a new shift system as a result of over-enrolment.

Mike got out the **Training Resources**, and together he and the HT read through the introduction and the section on running a TGM. In particular, Mike drew attention to the TGM activities – the ideas for teachers to discuss during the meetings. Mike gently reminded the HT that it was his responsibility to ensure that the in-service training took place and to work with the SIC to identify facilitators. Together they looked at the school calendar, and Mike asked the HT to identify a date for a meeting in two weeks' time and to suggest a facilitator for this TGM. With the facilitator and the HT, he then went through the section in the **Training Resources** on 'using local resources' (the next teaching approach), and together they made a detailed plan for an interactive TGM. Mike agreed to talk to the SIC on the phone before the meeting and to keep in touch with all of them via WhatsApp. The HT agreed to send some photos of the next TGM. Mike said he would brief the DESO about their conversation so that when the Standards team make their next visit, they could provide more support with planning the TGMs. He also suggested that the HT get in touch with the ZHT and get some help with organising a shift system.

Points to note

- Mike was familiar with the **Training Resources** and used them to support the HT in what is required.
- Mike was able to support the teacher facilitator in planning an interactive TGM.
- Although transport difficulties will prevent Mike from visiting very often, he has found other ways of keeping in touch.
- By working closely with his colleagues in the Standards office, he will be able to ensure that the school gets more support.
- Mike suggested that the HT make more use of the support available to him at a zonal level.

Example 4: School in-service coordinator

James had just been appointed as SIC. At the HIM meeting, staff (12 teachers – grades 1-9) worked together to make a timetable for the TGMs for the term. They decided to have six TGMs, two on each approach. They also organised themselves into 'study groups' of 2-3 teachers to meet between the meetings. James led the first TGM and then asked for volunteers for the others.

James followed the plan in the **Training Resources**. He prepared himself by reading the pages on 'questioning' and the TGM activities, tried the activities himself and used the **Facilitator Guides** to check he was on the right lines. The meeting went well, and he enjoyed it. Max agreed to run the next meeting. In the week before, James asked him if he was OK and Max assured him that he was. When the meeting came, Max gave a lecture on pair work. He had clearly not read the Training Resources and the teachers did not get a chance to talk to each other. Also, the next day, James found Fines copying a Classroom Example, word-by-word, into her **Teacher Notebook**. He asked her why she was doing this. She said that Max had told her that that was what you were supposed to do with the notebook.

James and Max read through the introduction to the **Training Resources**, including the section on what to write in the notebook. Max admitted that he did not have time to prepare properly. James then got all the volunteer facilitators together to go through the **Training Resources** and the

Facilitator Guides. He led the next meeting himself, modelling how it should be done and the facilitators made notes. Afterwards they discussed their notes. Max volunteered to run the next meeting and, this time, he planned it properly and the meeting was engaging and lively. He also included a section on how to use the notebook, sharing some of his own reflections with the other teachers.

Points to note

- James planned the first TGM very carefully and modelled effective facilitation.
- James provided coaching for the teacher facilitators, using the **Training Resources** and **Facilitator Guides** to help him.
- James took an interest in what the teachers were doing and how they were using their notebooks.

Example 5: Head teacher

Monica is relatively new to her role as head teacher. As she got familiar with her new role, she realised there were a lot of problems to sort out, so she let the SIC get on with organising the SBCPD for the term. After a few weeks, she called the SIC into her office and asked him how SBCPD was going. The answer was not very well. The teachers were finding it hard; they had not really engaged with the Training Resources and were finding that learners were reluctant to take part in pair work and group work – probably because the tasks were not interesting or engaging. Monica did not know what to do.

She decided to contact the ZHT. The ZHT suggested Monica visit her school and see what they were doing and that she bring the SIC with her. They had a really interesting day. They attended a TGM. It was run by the ZIC, Simango, and was interactive and engaging. The teachers were enthusiastic about planning pair work activities. Back at school, Monica and the SIC used the **Training Resources** to make a plan for the rest of the term. Simango agreed to come and run a TGM for them and to train the teacher facilitators. From then on, Monica took a keen interest in the SBCPD, even running a TGM herself.

Points to note

- Monica was prepared to ask for help, even though she felt embarrassed.
- Monica was willing to learn from others.
- Monica and the SIC worked together using the **Training Resources** to solve their difficulties.
- Monica was prepared to model facilitation herself.

Monitoring and support

A key aspect of your role as a leader within the system is monitoring and support. In ZEST, as part of this Enhanced SPRINT work in Central Province, we have developed monitoring instruments. Examples are included in Appendix 5. These are provided so that Provincial and Ministry Officers can review existing documentation to ensure that it reflects the content of this programme – the nine teaching approaches and the focus on promoting shifting the balance from a situation in which teachers do most of the talking to one in which learners are encouraged to talk about their ideas through the different approaches.

International research shows that moving from traditional approaches to teaching, based on the transfer of knowledge, to a more learner-centred approach that supports the teaching of

knowledge, skills and values, is demanding. It is demanding because it involves changes in attitude alongside changes in practice. These changes are required at all levels of the system.

From your perspective, as leaders within the system, this requires that you:

- Make sure that any training you provide engages teachers and models the sort of pedagogy you expect from them. This includes TGMs, and facilitators might need support in moving away from giving a lecture to facilitating the activities in the Training Resources for improved teacher participation and reflection.
- Create an atmosphere of mutual respect between you and the teachers in the school, asking questions of them rather than making judgements. This will demonstrate that you respect their expertise, knowledge and understanding of the context in which they are working.
- Provide support and challenges that build on their existing expertise and help them develop as skillful practitioners.
- Ensure all training is directly relevant to their role and will make their life easier.
- Make sure that monitoring processes reflect all aspects of their role and that classroom observation focuses on what the learners are doing as well as what the teacher is doing.

Moving Forward with Enhanced SPRINT

The Enhanced SPRINT programme brought two enhancements to existing practices.

1. Resources were provided to support TGMs giving them more purpose and direction.
2. All teachers were involved in planning and trying out classroom activities, not just those delivering a demo lesson, ensuring that teachers were active participants in SPRINT and not passive observers. Also, the disruption caused by delivering a one-off lesson that was not part of a normal teaching sequence was avoided.

The resources provided are designed to cover two years of activity, assuming that there will be up to six TGMs per term. As well as Training and Facilitator Resources, schools have been given access to the TESSA library which has many examples of classroom activities related to the school curriculum.

Schools have also been given access to resources that support a wider range of classroom approaches (the TESSA Key Resources) and resources to support inclusive teaching. Some schools will also have started to collect resources that they have created to be shared amongst all the teachers.

Further support/guidance for the TESSA materials is available through your local TESSA Ambassador. Details are available on the TESSA website: www.tessafrica.net/tess-ambassadors.

The Enhanced SPRINT programme can continue beyond two years, but in Year 3 schools will need to create their own SBCPD programme and plan for TGMs to ensure that the benefits gained are not lost. It is your role as a District Officer, Zonal Officer, Headteacher or SIC to ensure that this planning takes place and to select the resources that will be used to support the TGMs. Facilitators should be encouraged to plan TGM activities similar to those presented in the Training Resources, in order to ensure that the meetings are participatory and that teachers are actively engaged (not just listening to a lecture).

In order to make a plan, schools may:

- re-use materials from the Training Resources (particularly those used in Year 1).

- use the TESSA Key Resources to identify further classroom approaches to discuss each term.
- use the TESSA Inclusivity Toolkit to plan a series of meetings which focus on inclusive teaching. The toolkit has activities that teachers could do in a TGM.
- use the other inclusivity materials in order to set up discussions about how to tackle particular issues such as poor behaviour or specific learning difficulties.
- use the TESSA library to discuss and adapt classroom activities to teach particular topics that teachers and learners find demanding.

As a leader within the system, it is suggested that you take time to review these resources and plan how you might support schools in making their SPRINT plans. Schools are encouraged to make these plans in Activity 6.10, *Active Teaching and learning for Africa (6), Being a reflective practitioner*.

As a district team, you should use the examples of TGM activities in the Training Resources, the TESSA library and the other resources available to ensure that any training you lead models the approaches which are being promoted in the Enhanced SPRINT programme. The processes of collaborative planning, practice and reflection undertaken by teachers will also benefit you in your role, and they will enable you to become a reflective practitioner and leader of education.

Summary

As a Provincial, District or Zonal Officer, a Headteacher, or a SIC, you are in a position to draw on your own expertise and experience as a teacher to support schools in implementing the aspirations of the MoGE with respect to active teaching and learning and developing learner-centred attitudes and approaches. You also have the benefit of having access to a variety of schools through support and monitoring processes, which will enable you to observe and pass on examples of good practice.

International evidence shows that support for teachers is most effective when people like yourselves model the attitudes and practices required. In the examples provided in this guide, notice how in each role the person:

- treated the teachers as professionals, encouraging them to evaluate their own work rather than simply telling them what was wrong with what they did
- built on the teachers' knowledge and expertise
- supported and encouraged collaborative working, within and between schools
- demonstrated their own willingness to learn, by making sure that they were familiar with the Training Resources.

In the final section, we provide some feedback from Phase 1 and some advice from Cohorts 1, 2 and 3 for districts embarking on this Enhanced SBCPD implementation.

Feedback from Phase 1

A Baseline study was carried out in 2017 in Central Province. This measured the frequency of TGMs and the amount of time in lessons that learners were engaged in pair work and group work. Pair work and group work were identified as being 'observable' and 'measurable' in terms of the time learners spend talking. Also, international research links 'talk for learning' with improved learner outcomes and active engagement.

The headline findings were that across 54 schools in Central Province, learners spent on average 5% of each lesson talking about their learning. 47% of schools were holding at least three TGMs per term. The aim of ZEST was to increase both of these metrics.

Evaluations were completed for each cohort (2019, 2020 and 2021). A Midline Evaluation (2020-2021) included 32 out of 34 schools involved in this Enhanced SBCPD programme. All evaluations involved classroom observations (which were analysed quantitatively) and qualitative data from interviews and workshops. In this section, we share a summary of the main findings so far.

Cohort 1 evaluation suggested that the proportion of the lesson in which learners were working in groups or pairs was at the same level as the baseline, but that the proportion of schools holding more than three TGMs per term had risen from 47% to 57% (albeit with a smaller sample).

In Cohort 2, the median value for the proportion of the lesson in which learners were working or talking in groups or pairs was 10%, which represented an increase from the baseline value of 5%. There was also qualitative evidence to suggest teachers were becoming more confident in using pair work and group work. The number of lessons in which neither group work nor pair work took place was only 26% of the total observed (9 out of 35).

In Cohort 2, 67% of schools had three or more TGMs per term compared with 47% in the baseline study. Qualitative data demonstrated enthusiasm for TGMs, and attendance was reported to be good. As in Cohort 1, Headteachers and SICs reported that relationships in school were more harmonious, and teachers were more willing to ask for help and support from school leaders and peers.

Cohort 3 was considerably affected by the Covid-19 global pandemic. Schools were closed in March 2020; they reopened in Term 2 (June-August) for grades 7, 9 and 12 only, and learners were taught in small groups. All grades returned in September, but a shift system operated so that social distancing measures could be maintained. TGMs were affected and, as travel was not possible, planned face-to-face workshops did not take place. These were replaced by regular Zoom meetings in which WVZ and OU staff met online with representatives from each of the 11 Cohort 3 schools.

The median value for the proportion of the lesson in which learners were engaged in pair work or group work was 5%. This was the same as the baseline level, but lower than the median reported for Cohort 2 and reflected the impact of the Covid-19 pandemic, in which group work was actively discouraged owing to the need for social distancing. However, there was a marked difference between the proportion of lessons in which learners engaged with pair/group work in the higher grades (4 to 7) with that in lower grades (10% and 0% respectively).

In Cohort 3, 36% of schools held at least 3 TGMs each term, and 64% averaged 3 TGMs per term over the year. These figures were lower than for Cohort 2 (67% and 100%) but higher than the baseline in which 43% of schools averaged 3 or more TGMs per term. These figures were also affected by school closures. 75% of Cohort 3 teachers' written records demonstrated engagement

with the teaching approaches and the process of reflection encouraged in this Enhanced SBCPD, which was much higher than in Cohort 2, where the figure was 29%.

The Midline evaluation, conducted in November 20 and February 21, took place soon after all learners returned to school and was also affected by Covid-related restrictions. The percentage of teachers using pair and group work was found to be at the same level of the baseline 5%, but this increased to 10% in grades 4 to 7. In 48% of schools no pair or group work took place, but this reduced to 33% in the upper grades. 34% of schools held an average of 3 TGMs per term, and fewer schools than in the baseline held no TGMs. 66% of the content of TGMs was linked to teaching approaches and other aspects of the Enhanced SBCPD resources, as opposed to 48% in the baseline. An average of 60% of teachers had written notes of collaborative practice and reflections from their teaching in their Teacher Notebooks.

Qualitative evidence

Key findings from qualitative evidence (reported by head teachers and District Officers, gathered as part of the Cohort 1 and Cohort 2 evaluations and in workshops) suggest that in ZEST schools:

- learner attendance has improved
- learner participation in lessons has improved
- teachers are more aware of and more supportive of learners perceived to be 'slow' or 'shy'
- there is more collaboration between teachers.

Zoom meetings with Cohort 3 provided evidence of the use of local resources in particular and consolidated the findings from Cohorts 1 and 2.

Advice from the field

At the end of Cohorts 1 and 2, head teachers, SICs and District Officials were asked what advice they would give to Cohorts 2 and 3. This is what they said:

For the DEBS office:

- consider enhanced monitoring of implementation action plan. There is a difference between planning and implementation, and there is also a difference between reporting and reality (in-school experience). DEBS office needs to make sure that the schools are actually implementing the plans they develop.
- offer support in the form of coaching – ensure new HTs/DHTs are brought on board with the programme.

For the DESO team

- each term, make sure the team are familiar with the teaching approaches which are the focus for that term.
- engage with the Training Resources and use the information provided about the teaching approaches to support your lesson observations.
- focus on providing support for teachers, particularly in terms 1, 2 and 3.

For Headteachers:

- orient new teachers to the Enhanced SBCPD programme
- extend teaching approaches to grades 8 and 9

- ensure SIR is regularly updated – check that the programme is running
- ensure you read through the material and understand it fully
- offer support to the teachers by not only being knowledgeable about the programme but showing the benefits of the programme too
- closely monitor the SIC and TGMs. Once in a while attend TGMs and make follow-ups to ensure the desired results are being yielded
- keep TESSA Resources in a central place where all teachers can have equal access
- get involved in the planning of SBCPD
- monitor class teaching to ensure teachers use a variety of approaches
- consult other schools as you implement.

For SICs and ZICs:

- exchange monitoring should take place between schools and zones
- hold SMART/GRACE meeting to enhance implementation
- monitor regularly in order to amplify successes and address challenges
- make sure the facilitator uses the Facilitator Guides to plan and facilitate TGMs
- rotate the chairpersons to develop skills and self-esteem in facilitation
- when planning as a team, use the TESSA library to support you
- support the programme by attending the CPD
- ensure that TGMs take place
- be available for those who need help so that they don't look at the programme as time wasting when they fail to find what they need
- keep the resources/Raspberry Pi in a central place where all teachers can have equal access
- monitor teachers' use of the Teacher Notebook to record their progress
- orient new teachers in the school.

Appendix 1: Teacher Education in sub-Saharan Africa (TESSA) in Zambia

In 2005, The OU (UK) brought together a consortium of 14 Higher Education Institutions (HEIs) from nine African countries and secured funding to create resources to support teachers in developing more active approaches to learning and teaching. The project was called 'Teacher Education in sub-Saharan Africa' (TESSA) and the University of Zambia (UNZA) was one of the institutions involved. By 2008, a bank of open educational resources to support the primary school curriculum was available (www.tessafrica.net). Between 2008 and 2010, participating institutions versioned the resources for their own country (see <https://www.open.edu/openlearncreate/course/view.php?id=2047> for the Zambian versions). The TESSA library has 90 sections of work covering literacy, numeracy, life skills, social studies and the arts, primary science, and secondary science. Each section has six classroom examples (presented as a case study or an activity) and a selection of resources to help the teacher organise the activities in their classroom.

The TESSA resources are used in teacher preparation courses at UNZA and were adopted by the NGO, Zambian Open Community Schools (ZOCS) to support unqualified teachers working in community schools. Through the work of Mr Peter Sinyangwe, these resources came to the attention of MoGE. In 2015, the OU secured further funding for TESSA and identified Zambia as a key country. In a meeting at the MoGE between the OU, UK and the then Director of TESS (Mr Muyangwa Kamutumba) and his Assistant (Mrs Esvah Chizambe), Mrs Chizambe declared that she would like to see TESSA resources made available to all teachers in Zambia as they are highly relevant to the aspirations of the Revised Zambian School Curriculum, supporting teachers in the teaching of skills and values alongside knowledge. A programme of activities was designed, using limited funding, to support the Colleges of Education in developing more active pedagogy. Working with Mr Kenneth Likando and Mr Peter Sinyangwe, three workshops were delivered to representatives of all the Colleges of Education which resulted in:

- The TESSA Curriculum Guide – which maps the TESSA resources to the Zambian Curriculum.
- Participation of 500 Zambian Educators in the award-winning TESSA Massive Open Online Course (MOOC) – a free course designed to provide relevant CPD for college tutors (available at <https://www.open.edu/openlearncreate/course/view.php?id=2745>).
- The Zambian School Experience Supervisors Toolkit - a resource to enhance teaching practice by improving the skills of college tutors and school-based mentors.
- As a result of these activities we have six TESSA Ambassadors in Zambia (including Charles William Zulu – PRCC for Eastern Province). Their role is to promote the use of TESSA resources in schools and colleges; they have access to small grants to carry out dissemination work and are members of an international community who communicate regularly via WhatsApp about issues relating to teacher education. All Ambassadors are graduates of the TESSA MOOC.

Through experience, we have come to understand that the TESSA library includes a large number of useful examples of how teachers in Africa use active teaching approaches to teach the curriculum but needs to be mediated. ZEST Enhanced SBCPD was conceived as a way of doing that. Teachers are provided with resources which explain different active teaching approaches and are then supported in finding examples of classroom activities from the TESSA library, which they can adapt for their own use.

Appendix 2: Letter of support for ZEST from the Permanent Secretary

All communications should be addressed to:
The Permanent Secretary, Ministry of General Education
Note to any individual by name

Telephone: 250855/251315/251283
251293/211318/251291
251003/251319



REPUBLIC OF ZAMBIA

MINISTRY OF GENERAL EDUCATION

In Reply Please Quote

No.....

P.O. BOX 50093
LUSAKA

04 July 2017

The International Development Office,
2nd Floor, Jim Burrows Building,
The Open University,
Milton Keynes MK7 6AA,
UNITED KINGDOM

Dear Sir/Madam

SUPPORT FOR THE ZAMBIA EDUCATION SCHOOL-BASED TRAINING (ZEST) PROGRAMME

In 2013, the Ministry of General Education in Zambia developed its curriculum framework on which the subsequent revisions of the school and college curricula were premised. The Ministry's key aspirations were to embed more learner centred approaches to teaching and learning throughout the entire education system. Although a Teachers' Curriculum Implementation Guide (TCIG) was developed and teachers and teacher educators were trained on how to use the revised curriculum, there still remains a need to ensure that there is continuous capacity building in learner centred pedagogies.

The Ministry has a Continuing Professional Development (CPD) strategy that is operationalised through the School Programme of In-service for the Term (SPRINT) framework. This strategy is supported by a clearly defined structure of Education Support Teams (ESTs) found at National, Provincial, District, Zone and School levels. Some Cooperating Partners like the Japan International Cooperation Agency (JICA), the Flemish Association for Development Cooperation and Technical Assistance (VVOB), UNICEF, USAID and others have been supporting programmes to help improve the quality of teachers and the learning process through the SPRINT framework.

In March 2017, the Ministry of General Education signed a Memorandum of Understanding (MoU) with the Open University (OU), which has, through its TESSA network developed a bank of teaching and learning resources which will support the Ministry's aspirations and align with the country's revised curriculum. The two entities agreed to seek opportunities to support development of in-service teacher's practice.


On the basis of the already existing agreements, we are requesting your assistance to support the implementation of the Zambia Education School-based Training (ZEST) project. The project would work to develop and pilot a School Based Teacher Development Programme (SBTDP) for primary school teachers, to strengthen the Ministry's current in-service strategy.

The SBTDP would be designed through a collaborative process with Ministry officials at Province, District, Zone and School level. It would be provided as Open Educational Resources (OER) in various appropriate online and offline formats. The project would be implemented and evaluated in collaboration with World Vision Zambia (WVZ), in up to 4 Districts in Central Province in order to provide solid implementation models. Working closely throughout this pilot project, the Ministry, the OU and WVZ would seek to build capacity within the system and appropriate Ministry departments in order to scale-up the SBTDP nationally.

The project will not work in isolation, but will work within the Ministry and in close collaboration with other partners to build on existing roles (School In-service Co-ordinators (SICs); Zone In-service Coordinators (ZICs); District Resource Centre Coordinators (DRCCs); Education Officers-Teacher Education (EO - TE), etc.) and systems (Head-teacher In-service Meetings (HIMs); School In-service Records (SIR); Teacher Group Meetings (TGMs) and the current in-service strategy) in order to improve teacher development and impact the quality of teaching and learning for children in primary schools.

I thank you in advance for your kind consideration of our request.

Yours sincerely


Henry C. Tukombe
Permanent Secretary
MINISTRY OF GENERAL EDUCATION

/smu

Appendix 3: Examples of how this Enhanced SPRINT SBCPD programme has been organised

One of the key aspects of ZEST was the ability of schools to arrange the programme for each term so that it suited their context. The timetable for meetings was decided at the HIM in week zero. The following models emerged:

- Three whole staff TGMs per term (two hours), with meetings of smaller groups in between the main meetings.
- 3-6 meetings a term, with teachers of Lower Primary (up to grade 4), Upper Primary (grades 4-7) and Secondary (grades 8 and 9) meeting separately.
- 3-6 meetings a term, with teachers meeting in subject groups.
- Weekly meetings of about 30 minutes in year groups.

Generally, teachers found that in order to be able to complete at least two TGM activities and plan a classroom activity, meetings needed to be at least 1 hour 30 minutes.

Peer-to-peer observation

ZEST encourages peer-to-peer observation for short periods of time, with a focus on the teaching approaches, rather than a formal demo lesson. In this way, normal teaching is not disrupted, and teachers become more confident in being observed. Also, all teachers are involved in the planning, practising and reflecting on pedagogy, and they do it in the context of their own classes, giving them opportunity to experiment with different approaches.

District Officials and Headteachers will still conduct formal observations, but in keeping with the shift to a more learner-centred approach; this is conceptualised as a 'learning conversation' rather than a formal assessment. As such:

- teachers should always be given the opportunity to explain what they wanted to achieve in the lesson and to assess how they thought the lesson went
- the observer should focus on asking questions to encourage reflection rather than on just delivering judgement
- the observer should try and observe the lesson from the perspective of a learner. For example, think about the following: Was the lesson engaging? Was the lesson appropriately challenging? Were all learners supported appropriately?

Appendix 4: The Teacher Notebook

ZEST is based on the premise that learning is more likely to be effective if learners are actively engaged. In a TGM, the learners are the teachers. The ZEST SBCPD training resources offer a number of activities for teachers to complete during TGMs. Writing their responses to TGM activities individually will help them to think about the ideas more deeply and to retrieve information that will help them to plan lessons in the future. This mirrors what happens at conferences where participants are often provided with a pad of paper and a pen. We therefore asked all the teachers in the pilot to keep a notebook in order to record their learning during TGMs and the project provided them with one.

There are no rules about what should be written in a Teacher Notebook – the teachers should record anything which will be useful to them, and this will be different for different people. However, we do encourage the writing of responses to the TGM activities, so that they can be discussed in depth in the meetings, and the recording of reflections immediately after a lesson, so that details are not forgotten before they can be discussed.

Some head teachers and SICs in the pilot chose to review the Teacher Notebooks. In some respects, this is helpful, especially at the start of the programme if keeping notes is not habitually done. However, it creates an expectation that there is a ‘right’ way to keep notes and that can inhibit some teachers. Teachers need to be confident that they will not get into trouble for admitting that aspects of their teaching could be improved. It is by developing this sort of self-awareness that they will become better teachers. One way of making best use of reviewing the Teacher Notebooks is to use it as a discussion tool between a teacher and a head or teacher or SIC.

As leaders and role models, you should also keep a notebook yourself in which you reflect on your practice and discuss with your teachers the most effective way to encourage and support their notetaking. If they welcome regular reviews as a way of motivating them, then that is helpful. If they feel inhibited, however, then perhaps discuss their reflections on their teaching with them, rather than ask them to hand in their notebook.

Acknowledgements

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