

# Active teaching and learning for Africa (6): Being a reflective practitioner

## Facilitator guide

You will need to read this information in conjunction with the *Active teaching and learning for Africa (6): Being a reflective practitioner*.

### **Facilitator notes: Using audio-visual resources and photographs to support SBCPD**

These resources include short films of activities in different schools in Zambia, audio recordings about how to use learner-centred teaching approaches, and photographs from schools and classrooms in Africa. These audio-visual materials are integral to the enhanced SPRINT programme and you and the teachers in your school are encouraged to use them, as they will provide information you all need to proceed.

The purpose of these notes is to remind you of some of the resources that you have used in the last two years, and can continue to use in future years, and when new teachers join your school.

#### **Audio-visual resources**

A transcript of the audio is always provided which someone could read to the group if necessary.

You and the teachers in your school can view the films or listen to the audio either individually or in groups. After viewing or listening to these sections, it is important that you **all** complete the activity linked to them, reflect on how you can use this in your own teaching and make notes in your Teacher Notebook.

As the facilitator, you should think about how teachers will view the videos or listen to the recordings.

- Will they do this in the TGM?
- Will they need to share phones?
- Will they watch or listen to it on a computer?
- Do you need to set this up?

Make sure you have watched the video or listened to the audio yourself before asking teachers to do so. You will find it useful to prepare questions to help lead the discussion of the video/audio.

#### **Photographs**

The photographs included in the programme can be used to encourage discussion among teachers, too. Before using them with teachers, you will find it useful to identify a few open questions you can ask the teachers to think about as they examine and reflect on each image.

We have suggested a few questions for some of the photographs, but as a facilitator you should also use your own experience to think of other interesting points you want to draw the teachers' attention to.

These are the final resources in the ‘Active teaching and learning for Africa’ enhanced SPRINT programme to develop more active teaching approaches and to work more collaboratively with other teachers. The resources are structured in a slightly different way to the ones in earlier courses. Offering an opportunity to look back on teachers’ professional development and looking ahead by consolidating learning; and providing tools that will enable teachers to continue with this way of working in the future.

### A toolkit for active teaching



This enhanced SPRINT programme has provided a number of tools to support you in developing your teaching skills.

#### Activity 6.1: A toolkit for teachers

Working on your own, identify what each icon in the toolkit represents. Share your ideas with a partner.

As a group identify how each of the items in the toolkit has supported your learning and teaching. If you have access to a large piece of paper, make a poster about the toolkit for the staffroom wall.

#### Facilitator notes: Activity 6.1 A toolkit for teachers

The toolkit includes the following tools to support the development of learner-centred teaching skills.

Nine Teaching Approaches	Teacher Group Meetings	TESSA modules
Enhanced SPRINT programme resources	Teacher Notebook	TESSA Curriculum Guide
Audios and videos	Local resources	Zambian revised curriculum

## Consolidating your learning

### Facilitator notes: Classroom Example 6.1 Grade 7 Science lesson

Listen to the audio or read the transcript with a colleague. In your Teacher Notebook write the different ways in which teacher Fridah meets the learner-centred teacher criteria. Please note that not all criteria will be met in every learner-centred lesson.

This is quite a long example, but it demonstrates some aspects of learner-centred teaching very well. It also highlights two other important aspects of effective teaching:

1. One of the mistakes that inexperienced teachers make is that the lesson is not very intellectually demanding. In this example, pay particular attention to how the teacher promotes thinking skills.
2. A common misconception is that in group work, ALL groups need to report back. If they have done the same activity this can take a long time and not be very interesting for the learners. By keeping track of who reports each time you do pair work or group work, you can make sure that everyone has a turn, but not necessarily in the same lesson.

Some of the answers teachers identified could include:

A learner-centred teacher:	Fridah
1. Takes account of the needs of all learners.	She held up the equipment to ensure everyone could see.
2. Takes account of what learners already know.	She draws from them why the cabbage could not go through the holes.
3. Believes that all learners can learn given the right support.	
4. Plans lessons carefully but is flexible when required.	Fridah had planned each stage of the lesson.
5. Plans engaging activities which support learning.	
6. Encourages learners to talk about their ideas.	She encourages learners to think and solve problems.
7. Relates learning to everyday life.	Yes.
8. Adopts a variety of teaching approaches.	Questioning, pair work, group work, local resources.
9. Provides the opportunity to learn knowledge, skills and values.	

### **Facilitator notes: Activities 6.2 and 6.3 planning and reflecting on learner-centred lessons**

The two activities in this section ask teachers to plan a learner-centred lesson with a colleague and reflect on how learner-centred it was after teaching it. You should encourage teachers to use some of the ideas in the Classroom Example 6.1 in these activities.

As a facilitator, you should plan how and when you will do these two activities as teachers will need time to plan the lesson in a TGM, teach the lesson and reflect on the lessons in a later TGM.

#### **Learner-centred teacher poster**

If you did not do this in the first term of this enhanced SPRINT programme, you might decide to prepare a poster with the learner-centred teacher criteria and add examples of how teachers have addressed them in their teaching. Having such a poster visible to teachers at all times will help them to keep the focus of learners in their lessons. It is also a useful tool for teachers who might arrive in your school throughout the year, and to demonstrate the school's reflective and collaborative ethos in terms of school-based CPD.

### **Activity 6.2: Analysing teaching**

Working with a colleague, plan a lesson that you will teach next week. Make sure that the lesson meets as many of the learner-centred teacher criteria as you can and that it includes at least three of the approaches you worked on last year: questioning, pair work, using local resources, group work, role-play, games and storytelling, involving all, eliciting prior knowledge, assessment for learning, and monitoring and feedback.

In your Teacher Notebook, write the criteria your lesson will aim to meet. Remember, it might not be possible to meet all the criteria in every lesson, but during a week, you should try to meet them all.

**After the lesson**, go back to your lesson plan and reflect on the list of learner-centred teaching criteria you thought the lesson would address:

- Did your lesson meet all the criteria you had planned?
- If not, what could you have done differently in your lesson?

### **Activity 6.3: Reflecting on learner-centred-ness**

Once you have taught the lesson that you planned with a colleague, work together as a larger group to consider these questions:

- Which criteria were easy to meet?
- Which criteria are more challenging?

As a group, try and identify one practical example to demonstrate each criterion. For example:

- A teacher might have found a way to include a child with specific difficulties (believes that all learners can learn given the right support)
- Someone might have a particularly creative example of an activity that engages all learners
- Someone who teaches older children might have found an imaginative way of relating the curriculum to learners' lives.

Record an example next to each of the criteria. Try to make the examples as detailed as possible, so that someone else would be able to do the activity in their class.

### Facilitator notes: Activity 6.3 Reflecting on learner-centred-ness

You might find the table model in the facilitator notes for the Classroom Example 6.1 a useful model to record examples of how teacher have met the different criteria throughout the year.

## Personal development planning

This section looks at the skills teachers have developed through the two-year enhanced SPRINT programme.

### Facilitator notes: Activity 6.5 Personal development planning- My progress in learner-centred teaching

This activity requires personal reflection which is best done before the TGM individually.

In the TGM, teachers should be encouraged to share their reflections to be able to learn from others and facilitate collaboration and peer support among teachers.

### Activity 6.5: Personal development planning- My progress in learner-centred teaching

**Before the TGM:** Think back to the first course of this programme, and how your teaching has developed over the past five courses:

1. In which approaches have you made the most progress. Why do you think that (give some examples)?
2. What has helped you to make progress?
3. Which approaches are you finding most demanding?
4. Why do you think this is?

Copy the table below in your Teacher Notebook. Consider the questions above and complete the first three columns in the table for each approach. If asked for examples, try and give as much detail as possible.

Personal Development Planning: My progress in Learner-Centred teaching				
	I have made most progress in:		I find most demanding:	
Teaching approaches	Tick	Details	Tick	Where can I find help?
1. Questioning				
2. Pair work				
3. Local resources				
4. Group work				
5. Storytelling, songs, games and role-play				
6. Involving all learners				
7. Monitoring and giving feedback				
8. Eliciting prior knowledge				
9. Assessing learning				

**At the TGM:** In a group of three to five teachers, compare your table with the others. Think whether you can help anyone who might be struggling with an approach you feel confident with, and whether you can learn from a colleague who has made the most progress with a skill you find more demanding. In the final column, write their name or notes about their example and make sure you speak with them over the next weeks to discuss how you can adapt their example to your teaching.

**Priorities for next term:** Write in your Teacher Notebook your top three priorities for next term and identify where you can get help, and who in your school can help you with these. For

example, if you are finding asking good, open questions difficult, go back to course 1. If it is supporting literacy which you need to practise, look at the resources from the previous course.

## Working with resources

This programme has enhanced your SPRINT programme in two main ways: by providing resources to support planning of learner-centred lessons, and by helping to make TGMs more collaborative and participatory.

### Activity 6.6: Learning through videos, audios and others

#### Before the TGM:

In this programme, you have watched a number of videos and listened to audios (or read the transcripts) where teachers were using a range of teaching approaches and skills to support learning.

Think back to these examples and identify two you found especially helpful and had an impact in your teaching. In your Teacher Notebook, write some notes about:

- the Teaching Approach the video/audio/transcript illustrated
- a short description of the video/audio/transcript
- why you found it especially helpful
- how did you use it in your teaching? What subject, grade and topic did you use it for?

#### In the TGM

In a group of three to five teachers, share the video/audio/transcripts you found helpful. Were they all the same? Is there anything you can learn from some of your peers' suggestions?

You might want to make a poster to identify the most useful videos with the information you had to write in your Teacher Notebook, so that teachers to have easy access if they need an idea of a useful learner-centred activity.

### Facilitator notes: Activity 6.6 Learning through videos, audios and others

It is important that you review some of the videos and audios in the programme and you identify some you found yourself useful before the TGM.

In Activities 6.7–6.9, both you and your teachers are encouraged to explore some of the other resources available to support learner-centred teaching. Each set – the TESSA Key Resources, the Inclusive Education Toolkit and Teaching Early Reading – has material that teachers could explore individually, or it could form the basis of TGMs for a whole term. SICs and TGM facilitators can use the ideas in the resources for courses 1–6 to plan appropriate TGM activities which encourage discussion of the issues.

### **Facilitator notes: Further support with TESSA**

If you need further support/guidance with the additional TESSA materials, please contact your local TESSA Ambassador where applicable. Details are available on the TESSA website [www.tessafrica.net/tessa-ambassadors](http://www.tessafrica.net/tessa-ambassadors)

In the future, there is no reason why the enhanced SPRINT programme cannot continue. The main difference next year is that the head teacher, SIC and facilitators will need to decide which resources to use in each TGM, rather than follow a programme. The purpose of Activities 6.7–6.9 is to become familiar with some of the resources that are available to you.

It is suggested that after you have completed Activities 6.7–6.9, the leadership team make a plan for next term, based on the identified needs, and become familiar with the resources that you would like to work with in more detail.

### **Summary: Being a reflective practitioner**

Your role as a facilitator has been key in making TGMs more collaborative through encouraging teachers to work together, share experiences and reflect on their classroom practice. In the terms ahead, as facilitator you should continue to support teachers in their participatory approach to professional development and becoming reflective practitioners. Your role is really important!

### **Facilitator notes: Activity 6.11 Impact on teaching and learning**

Watch the DESO from Chisamba district as she speaks about the impact of this enhanced programme on teaching and learning. What are the two key points that she identifies?

- Collaboration – teachers working together to solve challenges.
- Participation – all teachers involved in professional development.

### **Facilitator notes: Activity 6.12 Reviewing your learning Quiz**

Ensure you complete the quiz before discussing it with teachers at the TGM.