



The Zambian Education School-based Training (ZEST) programme has enhanced the existing model for SBCPD in Zambia. In partnership with World Vision (Zambia), officials from the Ministry of Education and teachers and school leaders in over 400 Primary schools, The Open University (UK) has developed a set of resources to support active teaching and learning in Zambia and implement the revised School Curriculum.

COLLABORATION AND REFLECTION

Collaborating with your fellow teachers is a key element of the SPRINT approach and Teacher Group Meetings (TGMs) are an opportunity to help you and your fellow teachers do just this.

TGMs can help you and your fellow teachers develop as reflective practitioners. Be active – don't just sit and listen to presentations. A good meeting involves all teachers reflecting on and sharing experiences and ideas.

I did a pair work activity last week with my grade 6 class. I wanted to talk about the advantages and disadvantages of urban living.

How did it go?

Not great! I realised as I was walking around listening to different pairs that they didn't understand the meaning of 'urban'.

Did you explain it?

Well I did a short activity on synonyms and then they understood and were able to carry on with the pair work.

I had a bit of an issue in one of my lessons last week too.

Oh yeah? What happened?

I thought I'd incorporate songs into a lesson so I put them in small groups and asked each group to decide on a traditional song to sing and translate.

What level is this?

Grade 3. The problem was there are about 6 local languages in that class and some of them I just don't know so I couldn't understand or help them.

What did you do?

Well I just stopped the activity and moved on. It wasn't very good. What would you have done?

Well.....maybe use languages you know to begin with. Or ask learners to find another student who speaks that particular language to help them with the translation.... so spreading it over 2 days.

Yes maybe I'll give it another chance!

Peer observation gives teachers an opportunity to learn from each other. Observing sections of a lesson, rather than full lessons, gives more opportunities to observe and be observed. Teachers can share ideas and suggestions in a way that helps both.

I enjoyed observing your pair work activity this morning. How do you think it went?

I liked how all the learners were engaged in the pair work activity - there was a lot of talking!

Why do you think that was?

I think it was because I mixed up the higher and lower achievers? And I was pleased with the way I managed the time - by giving them warnings of when to switch roles, start writing etc they mainly stayed on task!

Yes - and most of them finished writing the paragraph. But about 15 didn't so I thought you resolved that really well by ending the class with the paragraph writing so they could finish it off at home if needed.

Another useful way to reflect is to keep a notebook specifically for that purpose. At the end of each day or every couple of days just write a paragraph or two on things that have worked well in the class, and things that you think you can improve on or that you need some advice on. You'll be surprised how helpful this can be.



There are lots of ideas in the TESSA materials that can help you when working with your colleagues. You can access them here: www.tessafrica.net



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