

Active teaching and learning for Africa (2): Inclusive teaching

Facilitator guide

You will need to read this information in conjunction with the *Active teaching and learning for Africa (2): Inclusive teaching* resources.

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.

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.

Activity 2.1: Learning from others

Watch the DESO from Chisamba talking about the impact of the ZEST SBCPD programme in Chisamba in the video below.

As you watch, make notes in your Teacher Notebook about the changes the DESO has seen in relation to:

- SBCPD
- teachers
- learners
- learners' outcomes

What did you find the most interesting, the most surprising and the most inspiring of the things she said? Write your thoughts in your Teacher Notebook.

Facilitator notes: Activity 2.1 Learning from others

Before you do this activity with the teachers, ensure you have watched the video and have made your own notes in your Teacher Notebook. You might also want to prepare some questions to encourage discussion about what has happened in Chisamba and how you can get to the same results in your own school.

Being inclusive

Activity 2.2: Teaching a large class

Look at the pictures in the training resources. Both classes have over 60 children. What strategies are the teachers using?

With a partner, go through the list above and talk about the ideas. Write your top three in your Teacher Notebook, then share your choice with another pair. Which of these ideas could you use most easily in your school?

Facilitator notes: Activity 2.2 Teaching a large class

In the first picture the children are sitting at tables. This means that they can help each other with the work and share ideas. The teacher has probably placed the children quite carefully, making sure that each table has a high attainer who can help the others. In some lessons the teacher may rearrange the learners and give each table a different activity, which may be more or less challenging. The teacher is also using a local resource (a plant) to engage learners.

In the second picture, a song with actions engages everyone. This could be used to reinforce new words, to improve co-ordination or to help children memorise information.

Activity 2.3: Being inclusive

Watch the video which shows a Grade 1 teacher being inclusive. As you watch, make notes in your Teacher Notebook.

- Why was the little boy excluded from the lesson?
- How was the teacher able to notice?
- What do you think the teacher did next?

Working in groups of two or three, plan an activity to try in your lesson which uses one of the ideas from the first two lists above. You can use the classroom examples provided in the training resources to help you.

Try out your activity in a lesson. Afterwards, note down in your Teacher Notebook any observations you made and be prepared to discuss your experience with a colleague.

If there is the opportunity to observe each other, ask your colleague to focus on one or two children and to notice how involved they are in the lesson.

Facilitator notes: Activity 2.3 Being inclusive

Having set the children a task, the teacher was able to walk round and observe the children at work. He noticed the boy did not have a pen, so he lent him one of his own. After the lesson he spoke to other teachers to find out if a lack of equipment was a common problem. Next Sunday, at his local church he spoke to the Pastor and asked if they could collect donations of pens and paper from the congregation to have a bank of resources he can use to help his learners.

Good inclusive teaching is about noticing your learners and thinking of ways to help them.

Using group work in your classroom

Activity 2.4: Using group work

Listen to the audio or read the transcript about how Olivia, a Grade 4 class teacher from Mumbwa used group work to teach about duties and obligations of citizens. She is now reflecting on the activity she planned. Before you listen to the audio or read the transcript, write in your Teacher Notebook the things you think Olivia would need to think about before organising a group work activity.

After you have listened to Olivia or read the transcript, reflect on and discuss with colleagues how this would work in your classroom.

- What is the advantage of getting feedback from the groups rather than asking them to make presentations?

- What did you find most interesting about Martha's experience?

Write your thoughts in your Teacher Notebook to review when you plan future lessons.

Facilitator notes: Activity 2.4 Using group work

As you prepare this activity you can draw the teachers' attention to the points below (also available in the training resources) but think about any further points you might have identified too as you listened to or read Olivia's experience.

Remember Olivia who was teaching Grade 4? Did you notice that...

- she formed her groups in a practical and timesaving manner by getting the students to turn around in their seats rather than moving desks
- in each group the students had to take responsibility and decide on the scribe and the spokesperson
- by asking for one suggestion from each group she saved time and avoided the repetition of presentations on the same topic.

Activity 2.5: Analysing teaching

Watch the video which features a Grade 1 teacher using group work to teach about wild and domestic animals.

Think about what you have read about using group work in your lesson.

- Which aspects have you recognised in this lesson?
- Are there things the teacher could have done better?

Write your observations in your Teacher Notebook as they will be helpful to you when you plan group work activities for your lessons.

Facilitator notes: Activity 2.5 Analysing teaching

This is a good video to use to discuss group work. In the video, the task is clear and the children are seated appropriately. You and the teachers in your school may have noticed that the children did not talk to each other very much. This is not unusual when you first start using group work. Children are used to being told to be quiet in class and it sometimes takes a few group work activities for them to get used to talking about their work.

Key points to consider:

- The teacher organised the groups well, but there was only one question.
- The children in the video are not talking very much.
- If the teacher had asked some more questions, the children would have had more to talk about.

- The topic is engaging and is linked to the children’s everyday lives so they should all be able to contribute and take part in the activity.

Also – in this example, the teacher had told them some of the answers before they started, so they did not have much to say. This is not necessary and teachers need to trust children – they will have ideas. If they get stuck then as the teacher walks around the room, they can ask the learners some questions to get them thinking.

Storytelling, songs, games and roleplay

Activity 2.8: Using songs

Watch the video where the teacher is using songs in a Grade 1 lesson. As you watch, take notes in your Teacher Notebook to answer these questions:

- What is the lesson about?
- What does the teacher use songs for in this lesson?

Check your answers with other teachers.

- Did you all get the same answers?
- Can you think of other times you can use songs in your lessons?

Plan your own song activity

Think about what you are teaching next week and with the teachers in your TGM think of a song, poem or rhyme that could support learning. Think about how you can use it and anything you might need to prepare before the lesson.

Facilitator notes: Activity 2.8 Using songs

Make sure you watch the video before the teachers. Here are some notes to help you: the teacher is teaching literacy, sound ‘ntw’, and uses songs

- to identify the next person to come to the board
- to keep children busy as she prepares her resources for the next activity
- as she collects children’s work.

Activity 2.9: Planning a lesson using roleplay, a story or a game

Choose a lesson from next week. With your partner/s think of a situation in which you could use roleplay, a story or a game. Think back to group work and plan the roleplay with learners in groups; make notes in your Teacher Notebook on the setting, characters, resources and language needed.

Alternatively, think of a game that would be appropriate and useful for your learners to play in a specific lesson. Plan the game with your partner/s.

Facilitator notes: Activity 2.9 Planning a lesson using roleplay, a story or a game

Before this TGM you could look at the African Storybook <http://www.africanstorybook.org> If possible, print off one or two stories that you think are relevant to share amongst the group, or direct teachers to the stories via their phones.

As a model, you could look at one story as a group and identify key vocabulary to highlight *before* reading, and activities that learners could do *after* listening to the story. This will help teachers who are less sure of how to use stories in their classes.

Involving all learners

Activity 2.10: The three principles of involving all in practice

Watch the video about a literacy lesson in Grade 1. You watched this teacher using songs in her lesson previously. As you watch her lesson again, make notes in your Teacher Notebook about how the teacher involves all the learners.

Compare your notes with other teachers and add to your notes if they identified ways you might have missed.

Facilitator notes: Activity 2.10 The three principles of involving all in practice

Before using the video with the teachers, make sure you have had time to watch it and do the task yourself. The points in the 'did you notice' box can help you, but you and the teachers might also have noticed other important aspects to note.

Did you notice...

- she used their names
- she engaged them all by using a song and a game
- she could control when the song stopped and which children were invited up to the front
- she gave praise
- the pace of the lesson was good
- she used repetition to consolidate the ideas.

Embedding different Teaching Approaches

Classroom Example 2.6: Linking approaches together

In Grade 6 learners need to learn about 'keeping money safe' (Social Studies syllabus, section 6.3.1). The learning outcomes of a lesson might be:

- to know some different ways of keeping money safe and saving
- to understand how borrowing money works and interest rates
- to be able to explain the advantages and disadvantages of different approaches to saving and borrowing money.

Listen to the audio below or read the transcript in the training resources about the activities teacher Martin used in his Grade 6 lesson. In your Teacher Notebook, make a note of all the teaching approaches used in this lesson.

Facilitator notes: Classroom Example 2.6 Linking approaches together

In this example, Martin used brainstorming followed by exposition to set up the task. He used questioning to draw out the advantages and disadvantages, but he did not write them on the board at that stage. This meant that the children had to think about the ideas (more than if they copied) but they had some ideas to get them started. He then used pair work, storytelling, group work and more pair work. All the time, he was using questioning, either to the whole class, or to pairs and groups.

Activity 2.13: Using local resources

Watch the video. As you watch think about how the teacher is involving all the students.

In pairs discuss a follow-up activity that this teacher could do that would reinforce the learning.

Facilitator notes: Activity 2.13 Using local resources

Notice how:

- the activities are linked together
- the brainstorming and initial discussion give some ideas for the pair work discussion
- a story is a good way to engage students and the questions they will have been asked will have been designed to highlight the learning points
- the teacher made some resources in advance of the lesson by writing out questions for the groups to discuss on card
- low-attaining students will have been supported throughout by their peers and the teacher
- the teacher had lots of opportunities to walk around and notice different individuals
- good questioning is fundamental to good teaching!

Approaches used: questioning, pair work, group work, storytelling, using a local resource (old cereal packets).

The Zambian Revised School Curriculum

Activity 2.15: Skills and Values

As a group, brainstorm the skills that you would like the learners in your school to have. Appoint a scribe and write all the ideas on a flip chart or on the left-hand side of the chalkboard. When you have run out of ideas, do the same for values. Write your ideas on the right-hand side of the chalkboard or on a new flipchart.

Some of the skills and values will overlap or be similar. Working in smaller groups, make a list of ten key skills and ten key values which you think children need to learn and write them in your Teacher Notebook.

Choose three skills and three values. For each one, discuss how you could support the development of these skills in your classroom.

Facilitator notes: Activity 2.15 Skills and values

Skills might include:

- motor skills
- reading
- writing
- number skills
- organising others
- observing
- listening
- organising yourself
- making things
- drawing things
- sorting
- classifying
- analysing
- evaluating.

Values might include:

- consideration of others in the classroom
- caring
- empathy
- being helpful

- being thoughtful
- wider awareness such as caring for the local environment
- thinking of others
- politeness
- showing respect
- kindness.

Teaching skills and values requires the teacher to give learners the opportunity to work together, to do 'hands on' tasks, ask questions, talk about their ideas, do projects around the school (such as litter picking), to ask them to put themselves in the position of others, and to use their imagination. You teach skills and values by getting children to *do* things rather than by telling them things.

Activity 2.18: Getting familiar with the Zambian Revised School Curriculum

Think about a topic that you will be teaching next week. Working on your own, plan a classroom activity using one or more of the teaching approaches that you have practised so far.

Make sure you plan some higher-order questions which will help children to think about what they are doing and why.

When you have finished, swap your plan with a partner. Analyse each plan from the perspective of skills and values. What skills will the children be able to develop? What values will be reinforced?

Review your plans and see if by changing what you do or the questions you ask, you could increase the emphasis on skills and values.

For this next step it will be useful to have access to the Zambian Revised School Curriculum. Now, find the topic that you are teaching in the Revised Zambian School Curriculum. Look at the three columns and check that your activity teaches the knowledge, skills and values required.

Facilitator notes: Activity 2.18 Getting familiar with the Zambian Revised School Curriculum

The purpose of activity 2.18 is to help teachers to get used to planning the teaching of skills and values. If their classroom activities involve the teaching approaches that they have been practising, then the skills and values will come through. It is better to plan first and look at the syllabus second because in some subjects (e.g. English) the skills and values columns have not been filled in. The teachers will probably have more ideas than those suggested in the syllabus.

Summary: Inclusive Teaching

Facilitator notes: Activity 2.20 Reviewing your learning Quiz

Complete the quiz before teachers do it. A separate answer document is available.

For questions 9–14 which relate to different approaches teachers use in lessons, remind your teachers that as they get more proficient, they should be linking the approaches together in the different activities they plan for each lesson. They will always be using questioning, for example. Separating them out like this is just to check that they can recognise them. In practice they will often be combined as we saw in the section 'Embedding different Teaching Approaches'.