

Active teaching and learning for Africa (1): Classroom management for learner- centred teaching

Facilitator guide

You will need to read this information in conjunction with the *Active teaching and learning for Africa (1): Classroom management for learner-centred 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 1.1 Learner-centred Education Quiz

'Learner-centred teaching' is mentioned in the *Zambian Revised School Curriculum*, but not defined. There are a number of common misconceptions about learner-centred education. Doing this quiz will give you the chance to reach a shared understanding of what it means.

Indicate whether you think each of these statements about 'learner-centred education' are true (T) or false (F). Do this on your own. When everyone has finished, compare your answers with a partner and agree the answers. If you don't agree, discuss why and agree a final answer. Once you agree as a pair, share your responses with another pair and discuss any differences. The aim is that everyone in the room will eventually agree a set of responses.

1. Learner-centred means that the learners are in charge.
2. Learner-centred means taking account of the needs of all learners.
3. Learner-centred means taking account of what learners already know.
4. If you are teaching in a learner-centred way, you do not need to plan your lessons.
5. In a learner-centred lesson there will always be a lot of noise.
6. A learner-centred teacher believes that all children can learn.
7. If learners are working in groups, then the lesson must be learner-centred.
8. Learner-centred approaches are not possible with large classes.
9. Good learner-centred lessons require careful planning.
10. Learner-centred lessons always require a lot of resources.
11. Learner-centred means not telling learners when they are wrong.
12. A learner-centred teacher encourages learners to talk about their ideas.

Facilitator notes: Activity 1.1 Learner-centred education Quiz

Before teachers do this quiz, it is important that you have completed it yourself and are confident about the answers. To complete this quiz in the TGM, you can use a strategy called 'think-pair-share'.

1. Think: teachers complete the quiz individually.
2. Pair: in pairs they compare their answers.
3. Share: you facilitate the sharing of all answers to ensure everyone has the correct answer and manage the discussions if teachers do not agree in their responses.

The quiz will promote a great deal of discussion. Remember, being learner-centred is about attitudes and values rather than particular teaching approaches.

My record of using the teaching approaches

Facilitator notes

You and the teachers are encouraged to copy the table below in your Teacher Notebook and complete it regularly. In the TGMs, encourage teachers to share their grid with each other and ensure it is up to date. This is their opportunity to demonstrate the progress they are making using the different approaches in their teaching.

Please note that the first row does not have to be completed before the next one; you and the other teachers might use pair-work activities at the same time as questioning or using local resources.

Developing Learner-Centred Teaching						
Teaching Approaches	Date the approach introduced	Date of 1st attempt	Date of 2nd attempt	Date of 3rd attempt	Date of 4th attempt	Confident using this approach
1- Questioning						
2- Pair work						
3- Local resources						

Questioning to promote thinking

Activity 1.5: Planning for effective questioning

Decide on the topic you are focusing on in the lesson you are planning. Write three lower-order or 'closed' questions (yes/no or single word responses) and three higher-order or 'open' questions in your Teacher Notebook. Share with your partner/s. Which questions tell you more about what your learners understand?

Facilitator notes: Activity 1.5 Planning for effective questioning

As the teachers think about the questions, you can walk around them to help any who might need assistance. After they have shared questions in pairs or small groups, you can ask some teachers to share some lower and higher order questions to ensure they all agree.

Activity 1.6: Responding to questions

Ask your partner/s your best questions from Activity 1.5. Use the audio and the notes to practise your questioning skills by using follow up questions based on their response. Try prompting, probing and sequencing by, for example:

- Asking how or why questions.
- Asking for a better word.
- Asking for evidence/personal experience etc.

Write your examples in your Teacher Notebook.

Use your questions in your lessons next week and try some of the ways of responding.

Facilitator notes: Activity 1.6 Responding to questions

After teachers have worked together, you can ask a few to share with the others how they have used follow-up questions to get more information.

Pair work

Activity 1.9: Organising pair work

Working with two or three colleagues, use the video and audio on pair work and the notes above to write down three 'top tips' about using pair work.

Share this with others in the TGM and create a poster of 10 top tips. You can put it up in your school to remind you all of the benefits of using pair work.

Facilitator notes: Activity 1.9 Organising pair work

Create a list of the ten top tips for using pair work using the teachers' answers. After the different groups have identified three top tips, you can ask each pair/group to share one, but they cannot repeat any that their peers have already said.

You can write them in your Teacher Notebooks and on a bigger paper to have in the staff room for all to remember and use regularly.

Using local resources

Activities 1.12 and 1.13: Using local resources

There are two activities associated with using local resources. They involve watching a video of a resourceful teacher and using and storing easily accessible resources to support teaching.

Facilitator notes: Activities 1.12 and 1.13 Using local resources

These activities will provide ideas for using local resources and raise some questions among the teachers such as

- How can we store the resources we make?
- How can we share resources?

When you and the teachers have completed these activities, you should lead a general discussion on your school's approach to storing and using local resources.

Classroom Example 1.5 and Activity 1.14 Local experts

These two activities provide examples of how local experts can be used as local resources.

As you plan, think of how you can incorporate a local expert or visitor into a part of a lesson. What do you want the learners to gain from the visit? What activities would you ask your learners to do in order to get the most from this? Discuss with your colleagues which subject in the coming week or two would most benefit from this. Write notes in your Teacher Notebook.

Facilitator notes: Classroom Example 1.5 and Activity 1.14 Local experts

These activities involve inviting a local expert into the classroom. This will be more appropriate in some locations than in others and is therefore optional. You will need to judge whether this is something that is practical and feasible in your school.

Organising a visit from a local expert can take considerable time and planning, but if two or more classes can benefit from one expert's visit, the work can be shared between the teachers. You can encourage teachers to think together about who they could invite to meet the needs of a number of classes.

Summary: Classroom management for learner-centred teaching

Activity 1.15: Reflecting on your professional development

On your own, look back through your Teacher Notebook and make a summary of some of the main things you have learned in this course.

What has helped you to learn? Are there any critical incidents that made a big impact on you? Think back to last term – write down any ways in which your lessons are different now.

Discuss your reflections with a colleague and set yourselves three targets each for next month. Think about the things that you think you need to improve and what you can do to achieve that improvement.

Facilitator notes Activity 1.15: Reflecting on your professional development

Ensure you set aside time in the TGM for teachers to reflect on their professional development through this course and you also do this in your role as a facilitator and as a teacher.

You can share some of your targets and encourage teachers to do so too, but remember these targets can be quite personal, so you should not force anyone to share them.

Facilitator notes: Activity 1.16: Reviewing your learning Quiz

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