

Active teaching and learning for Africa (4): Managing and supporting learner-centred classrooms

Facilitator guide

You will need to read this information in conjunction with the *Active teaching and learning for Africa (4): Managing and Supporting Learner-Centred Classrooms* course.

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.

Collaborating with fellow teachers

Collaborating with your fellow teachers is a key element of the SPRINT approach. Over the past few terms you should have developed ways of working together that have helped you both in your TGMs and in your classroom practice.

As a facilitator it is important to support teachers to collaborate with each other. You might be in a good position to suggest examples you have experienced yourself, have seen among other teachers or have heard from other schools or colleagues.

Activity 4.1: Learning from collaborating with others

In your Teacher Notebook, note down four or five ways in which collaboration has helped you as a teacher over the past three terms.

Answer the following questions:

1. Who did you collaborate with?
2. Think of one time when you collaborated with someone. How did collaborating with a colleague help you?
3. What did you learn from that experience?
4. What are the challenges associated with working collaboratively?
5. What strategies do you have for addressing these?

Facilitator notes: Activity 4.1 Learning from collaborating with others

You will also have experience of collaborating with others as a facilitator of TGM or in your own teaching. Before the TGM make sure you respond to the questions above to be a role-model for the teachers. You can share some of your answers with the teachers to give them an indication of the benefits of that collaboration to your facilitator or teaching role.

Activity 4.2: Impact of collaboration on teachers

Watch the video which shows a Head Teacher, an Assistant DRCC and a DESO talking about the benefits of collaborative working for teachers, and therefore for learners. As you listen, make notes on how the speakers see collaboration helping teachers in Kabwe and Chisamba.

When you have listened, compare your notes with your partner. When you agree on all the benefits, share your ideas with another pair.

Finally, as a group, compile a list of the benefits of working collaboratively.

Facilitator notes: Activity 4.2 Impact of collaboration on teachers

This activity is described as ‘think-pair-share’. Play the video and ask everyone to write down the things they notice about collaborative working. Each pair then compares notes and when they agree, share with another pair. Finally, work as a group to compile a list of the benefits of collaborative working.

At the end you might want to play the video again, to consolidate the messages.

Each speaker identifies different aspects of collaborative working.

The first speaker highlights the fact that all teachers plan and teach the activities they have planned in TGMs and discuss them afterwards. This helps learners and improves the classroom environment. Teachers help each other in preparing resources for their lessons. Finally, they plan their questions, asking them to each other to ensure that they are formulating higher order questions. This is one of the most effective things that teachers can do together – asking good questions is surprisingly difficult, but writing them out and testing them will help teachers to improve their questioning skills.

The second speaker highlights the atmosphere of ‘togetherness’ in her school and explains that this is benefitting the learners.

The final speaker tells how working together is helping teachers to overcome challenges. In the past, if they came to a topic which they found difficult to teach they might miss it out or skim over it. But now they are working together to overcome challenges and the learners are benefitting.

Developing participatory TGMs

Initially in this course, you and your fellow teachers are going to look at how to be active in your TGMs to make them as participatory as possible.

TGMs are a great opportunity to help you develop as reflective practitioners, and the facilitator has an important role in this. Just like learners, teachers learn most if they are actively involved and not just expected to sit and listen to presentations. A good meeting involves all teachers reflecting on and sharing experiences and ideas. This helps you develop different ways of working and understandings of effective teaching and learning.

Activity 4.3: Reflecting on past TGMs

At the beginning of this SBCPD programme you looked at things you would like to see in an effective and productive meeting. Revisit the list below and reflect on how many of these actions have regularly occurred in your TGMs over the past few terms:

- everyone felt able to contribute
- you have learned something new which will help you teach better
- the work done in the meeting has saved you time as you have planned some classroom activities for next week

- you have had the chance to talk about things you were concerned about
- people listened to each other
- the facilitator had planned the meeting and the time was used productively
- the agenda was shared in advance
- the people attending the meeting had prepared themselves in advance

Highlight those actions that have taken place, and those which have not taken place. In your Teacher Notebook make a note of how you can improve on the TGMs in your school, building on the things you do well, and developing aspects that could improve.

Facilitator notes: Activity 4.3 Reflecting on past TGMs

This is an important reflective activity for teachers and for you as a facilitator too. Encourage teachers to share actions they feel have not taken place and think together how you can adapt the TGMs to make them more participatory.



Kabwe teachers working collaboratively

Activity 4.4: Reflecting on Example 4.1

After you have read the example above, make a few notes in your Teacher Notebook in response to the questions below to discuss at the TGM

- What preparation did James do with Joyce in advance of her TGM?
- What were the elements of the TGM that made it such a success?
- Why did Joyce choose the groups rather letting the teachers choose?
- What advice would you give to someone who was going to facilitate a TGM?

Facilitator notes: Activity 4.4 Reflecting on Example 4.1

Make sure you read example 4.1 and answer the questions in the activity before the TGM. For example some of the answers you and teachers could have identified include:

- What preparation did James do with Joyce in advance of her TGM?
 - James spoke with Joyce and supported her in her planning,
 - James made her aware of resources available
- What were the elements of the TGM that made it such a success?
 - Joyce spoke with teachers before the TGM to ask them to read the training resources to be familiar with them
 - All groups were talking
- Why did Joyce choose the groups rather letting the teachers choose?
 - To allow mixing experiences and knowledge of different subjects
- What advice would you give to someone who was going to facilitate a TGM?
 - For this final question, you can create a poster of aspects to remember when facilitating a TGM that could be visible to all those who volunteer for that role.

Reflecting and learning in TGMs

Activity 4.5: Reflecting and learning from TGMs

You may find it helpful to write your reflections on each TGM. This will help you see how the work you do in these meetings with other teachers can benefit you and your learners.

In your Teacher Notebook write a paragraph on each TGM. You can include a description of the activity/activities you carried out, the resources you used, the usefulness of the activity and finally how you could use it as part of your classroom practice. This record will help you transfer the learning from the TGM into your teaching.

Finally, think about your own contribution to the TGMs you have attended recently and write down two or three targets for this term. You might want to volunteer to be a facilitator, or you might resolve to try and contribute more, or to listen more if you are in the habit of talking a lot!

Facilitator notes: Activity 4.5 Reflecting and learning from TGMs

It is important that you also do this activity for each meeting you facilitate. Your experience from one TGM will help you to improve the next time you facilitate, or you can use your notes to share your experience with another teacher who will facilitate a TGM. By doing this, you will be continuing the important aspect of collaborating with fellow teachers and learning from each other.

Using TESSA resources

Facilitator notes:

Please read the section on the TESSA Resources in the course 4 Training resources. It is important that you familiarise yourself with this so you can support teachers to use TESSA to complement their teaching.

Activity 4.6: Getting familiar with TESSA

The purpose of this meeting is for you to work together to become familiar with the TESSA resources. Once you understand the format and the layout, you will be able to find many examples of classroom activities that can be adapted for your age group and subject.

Watch the short video which explains the TESSA Resources.

Facilitator notes:

This is slightly longer than the video for teachers as it includes information for people like yourselves who are supporting teachers' professional development as TGM facilitators. The video refers to people in this role as 'teacher educators' as it covers people supporting in-service (like yourselves) and pre-service teacher training.

Choose one TESSA subject. There are three modules for each subject. Working in a group of 3, choose one of the modules and look through section 1 in detail. You will notice that each section has three activities, three case studies and six resources. Each of you should read one activity, one case study and two resources. Write down all the teaching approaches that are used.

Now compare your list of teaching approaches that are used with your colleagues in your group. Write down at least one idea that you could use or adapt to use with your class. If there is time, look at Section 2.

Facilitator notes: Activity 4.6 Getting familiar with TESSA

As a facilitator set up groups of three with each group working on one of the TESSA subject areas: Literacy, Numeracy, Social Studies & the Arts, Science and Life Skills. Remember that the TESSA subjects do not directly match with the Zambian Revised School Curriculum areas, so for example CTS teachers could go into the Life Skills, the Science or the Social studies & Arts group.

This activity might take around 20 minutes as teachers need to read through one activity, one case study and two resources to make notes of all the approaches they identify.

If this is too long for your TGM, you could ask teachers to do the reading before the TGM or for the next one.

The TESSA Curriculum Guide

Facilitator notes: Example 4.2 Using the TESSA Curriculum Guide

As you are reading Example 4.2, you will find it helpful to have access to the TESSA Curriculum Guide to be able to follow the process Florence uses to identify activities that can help her to teach her topic: Reading.

Activity 4.7: Using the TESSA Curriculum Guide

Fred is a social studies teacher. Next week he is teaching Grade 5. They will be doing Topic '5.1 *Living in the community*'. Which TESSA sections would be helpful for him?

Martha is a science teacher. Next week she will be teaching Grade 3. They will be doing Topic '3.4 *Plants and animals*'. Which TESSA sections would be helpful for her?

Remember, as well as looking at the main subject, it is always worth looking at the Life Skills Modules, especially for younger learners as they have lots of ideas about how to teach skills and values.

Facilitator notes: Activity 4.7 Using the TESSA Curriculum Guide

It will be helpful for you to identify some of the sections that might help each teacher before the meeting. Below are some suggestions and the process followed to get each of these. Make sure you have tried this yourself before the meeting. There might be more relevant TESSA sections than listed here. It is usually worth taking a look at the Life Skills modules alongside the subject ones.

Fred: Social studies are the blue pages. He is a Grade 5 teacher, so you need to look at the 3rd column on the right on the blue pages to identify where Topic '5.1 *Living in the community*' appears.

- TESSA module 2 (*Investigating History*); Section 2 (*Investigating how we used to live*) and Section 5 (Using artefacts to explore the past) include activities and approaches related to 5.1.1 District

Martha: Science are the purple pages. She is teaching Topic '3.4 *Plants and animals*'.

- TESSA module 1 (*Looking at life*), Section 1 (*Classifying living things*), Section 2 (*A closer look at plants*) can help her in planning her teaching.

Reflection

Reflection is part of all educators' professional skills and supports our continuous professional development. It is important you reflect on your role as a facilitator of TGMs at the same time as teachers reflect on their role as teachers.

Activity 4.9: Focusing on your own personal development

Go through all nine approaches and identify the three that you find most challenging to use in your teaching. Now reflect on each of those three approaches and, in your Teacher's Notebook, write a short paragraph on why these approaches are difficult for you.

Share this paragraph with a colleague who specialises in the same subject as you, or teaches the same grade, and together come up with a plan to help you overcome the difficulties you have encountered.

Compare your list with someone who teaches a different subject or grade. Try and identify someone who might be able to help you. For example, Numeracy teachers are often less confident about role play than Literacy teachers; Science teachers are often very good at using local resources.

Facilitator notes: Activity 4.9 Focusing on your own personal development

As Joyce did in Example 4.1, working in groups will allow all teachers to speak and share their experiences, so before the TGM, you should think about how you are going to set up the groups to do this.

Reflecting on teaching

Activity 4.10: Reflecting on teaching

Take a look at these two examples of teachers' reflections. Which do you think is the better reflection? Why?

Example 1 *We had a pair work review in the TGM and each teacher discussed something on pair work on the successes and challenges faced during pair work activities. It was discovered that nearly every teacher appreciated the approach and it worked well because every learner was involved, but it can be time-consuming.*

Example 2 *In my English lesson on things that are found in the classroom, I divided students into pairs to practise 'what is this' and 'this is a.....' and the words for objects in the room. I faced challenges because I forgot to demonstrate in the first place how the practical work should be done. I realised some learners did not know what to do. I gave some instructions desk-by-desk, but those I did not get to became restless. I think it would have worked well if I gave clearer instructions and perhaps encouraged pairs to help each other.*

What do you see in Example 2 that is not in Example 1?

What would you want to ask the teacher who wrote the reflections in Example 1?

Did you notice:

In Example 1 the teacher just describes what they did. This passage will not be very useful when they look back on it – much better to have recorded some of the reasons for the successes and the challenges and how to tackle them.

Example 2 moves away from just describing what has happened in the lesson. The teacher is reflecting on what happened and why. For useful reflection to take place it's important to spend more time thinking about the 'why' than the 'what'. This will be useful for the teacher when she looks back on her notes and will remind her about how to organise pair work.

Facilitator notes: Activity 4.10 Reflecting on teaching

In the TGM encourage teachers to reflect on Example 1 and how the teacher could have made their reflective notes more useful for their own practice and development, for example:

- What were the issues for the teachers who did not appreciate the approach?
- Why did he feel it was time consuming? What took the time? Setting up the activity or checking learners' work?
- How can the activity be less time-consuming but still achieve its learning outcomes?

Peer Observation

Activity 4.12: Video

Watch this Head Teacher as he talks about peer observation
As you listen note down in your Teacher Notebook:

- How peer observation works in St Edmunds Primary School
- How peer observation has helped the school
- What the impact of good lesson preparation by the teachers has been.

Did you notice

- peer observation is less disruptive than formal demonstration lessons with lots of observers
- all teachers are involved in both teaching and observing
- teachers are preparing themselves more effectively which Alick suggests has led to improved attendance
- teachers are more confident in their teaching and more enthusiastic about being observed
- learners are achieving more.

Facilitator notes: Activity 4.12

A key aspect of peer observation is trust. Some people will be more comfortable with the idea than others.

As a facilitator, listen carefully to the discussion and if you detect reservations, give people the chance to express these, either in the group, or privately to you after the meeting. Remember – it is not necessary to observe whole lessons to derive benefit from the activity. Observing a short pair work activity, role play or simply reviewing resources that someone has prepared will all be helpful.



Teachers discussing a lesson after a peer-observation

Activity 4.15: Drafting my personal peer-observation plan

Draft a personal plan for peer observation for the full year and make it an ongoing part of your professional development.

Remember to:

- observe a variety of colleagues in a range of subjects or grades. We have seen through the activities in this course that teachers can learn from colleagues who teach different subjects and grades too
- arrange to observe others but also to be observed
- identify what you want your peer to focus on when they observe you
- agree a time to share feedback with each other
- ask the question or reflect in the question: 'How do you think the activity went?'
- focus on what the learners did
- focus on what worked well
- discuss ways in which the lesson might be improved.

Facilitator notes: Activity 4.15 Drafting my personal peer-observation plan

This activity might be better facilitated by the SIC or Head Teachers who has oversight of all teachers CPD.

Work with teachers to think about how to develop this plan. Should teachers aim to observe and be observed once every term? Can this be increased? Remember teachers do not need to observe a full lesson, they can just observe an activity within a lesson.

Summary: Managing and supporting learner-centred classrooms

Activity 4.16: Reflecting on your professional development

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 4.16 Reflecting on your professional development

Remember to do this reflective activity about your facilitator role, as well as your teacher role.

The SIC or Head Teacher might find it helpful to set up a facilitators' meeting to reflect and review the TGMs this term and look ahead at the next term of the enhanced SPRINT SBPCD programme.

Facilitator notes: Activity 4.17 Reviewing your learning Quiz

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