

Active teaching and learning for Africa (5): Supporting literacy across the curriculum

Facilitator guide

You will need to read this information in conjunction with the *Active teaching and learning for Africa (5): Supporting literacy across the curriculum*

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.

Supporting literacy is everyone's responsibility

Supporting learners' reading and writing skills is everyone's responsibility. Being able to read and write fluently is very important as it will help learners in ALL subjects. Supporting literacy doesn't only have to take place in literacy lessons – all teachers can do it, whatever subject they are teaching.

The resources in this course are presented in three sections:

- supporting reading and writing through active teaching and learning
- supporting reading and writing across different subjects
- supporting reading and writing across different levels.

As a facilitator, you should support teachers to share experiences and teaching strategies or examples to ensure those who feel less confident in developing reading and writing skills can learn from others, and those who support literacy regularly can assist others. In the previous course, teachers used **TESSA resources** to complement their teaching, and you will find that the literacy subject modules will be particularly helpful this term for teachers to use and view when they prepare activities to support literacy in their lessons. As a facilitator, it would be useful if you could explore the TESSA resources before TGMs to identify activities or case studies you can share with teachers to use as models.

The importance of literacy

Facilitator notes: Classroom Example 5.1 Supporting literacy as a whole school

Make sure you read or listen to the classroom example carefully, making notes of the different initiatives used in Egerton Primary School to support literacy. These could include:

- they rearranged the tables to facilitate pair and group work
- they created a library
- they approached local churches, NGOs to contribute reading material for the school
- they printed stories from online resources
- teachers worked together to support literacy.

Activity 5.1: Supporting literacy

After listening to/reading the classroom example, in the TGM identify the steps Egerton Primary School took to support literacy.

As a group, discuss literacy in your own school.

- Are you satisfied with the levels of reading?
- How do you know?
- Do you have initiatives in place to support literacy?
- Are they working?

Is there anything that you can take from this example?

In your Teacher Notebook, write:

- three actions you will take this term to support literacy in the school
- two actions to support literacy in your own lessons.

You can make a poster of the three school actions to put in the staff room as a reminder for all teachers that literacy is everyone's responsibility and to ensure you fulfil the actions by the end of this course.

Facilitator notes: Activity 5.1 Supporting literacy

If you are not the head teacher, it is important to discuss with them before the TGM their views on the work your school is already doing to support literacy and explore other aspects you could do.

Using pair work to support literacy

Facilitator notes: Classroom Example 5.2 Using pair work to support reading in social studies

Make sure you read or listen to the audio before using this classroom example in the TGM.

Activity 5.3: Developing vocabulary skills with TESSA resources

In your TGM and working with a partner, find a TESSA activity that you can adapt to focus on developing your learners' vocabulary skills. You will find this activity easier if you use the Curriculum Guide to help you find a relevant TESSA resource for your lesson. Whatever you are teaching in the curriculum, there are suggestions of helpful TESSA resources to help you in your lesson planning.

Think about how Rita focused on the vocabulary that her learners were finding problematic. You could try a similar approach to Rita, using a different topic.

Prepare the activity and resources together ensuring you write these in your Teacher Notebook. Try it in your classrooms and write your reflections in your Teacher Notebook. In the next TGM, share your reflections with your colleagues.

Facilitator notes: Activity 5.3 Developing vocabulary skills with TESSA resources

Before you discuss this activity in a TGM, make sure you have tried it out yourself and have identified a couple of examples from different subject areas e.g. Science and Life skills.

Supporting reading and writing across different subjects

Activity 5.5: Creating a print-rich environment

In one school in Zambia, teachers hung activity envelopes on trees in the play area for children to explore during their breaks. These were extremely popular with the learners and are a great example of a print-rich school.

Look around your school and think about the questions below. Write your responses in your Teacher Notebook and share them with your colleagues in the next TGM.

1. What examples of a print-rich learning environment can you see in the school?
2. Describe them. How did the teacher produce them?
3. Share two things that you have done or would like to do to make your classroom more print rich.
4. Think about your school. Would a visitor describe it as a print-rich learning environment? If not, what can you as teachers do to change that?

Facilitator notes: Activity 5.5 Creating a print-rich environment

Before facilitating Activity 5.5 in a TGM, ensure you reflect on your responses to the questions in the activity. Is there anything you can do to facilitate making your school a print-rich environment? Can you explore options with other schools in your zone, with district officials, with the local community?

In the TGM you might also find it helpful to discuss with teachers ways in which you can ensure literacy support resources are accessible to all teachers.

Activity 5.7: Teaching and assessing literacy skills across the curriculum

In your TGM, working with a partner, look at your teaching plans for next week.

- Highlight all the opportunities that you will have to include a focus on literacy in **all** your lessons.
- Highlight all the opportunities that there might be for assessing reading in **all** your lessons.
- Plan some activities that you could use for this and share them with the group.
- If you are a specialist teacher, make a list of key words which learners find difficult and plan ways you could make sure all learners in the class understand them. This can include demonstration, explanation and translation into their home language.
- Plan when and how you will assess your learners' literacy. You will not be able to assess every learner in every lesson, but you can aim to assess all of them over the course of a week.

Facilitator notes: Activity 5.7 Teaching and assessing literacy skills across the curriculum

For this activity you should set up teachers in groups based on the subject they teach, however, it is important that when teachers share the activities they have planned they can hear what others are doing in their own subject, as they can get helpful suggestions they can use in their own lessons.

As a facilitator, you will find it useful to go back to the resources from course 3 on *Assessment for learning* where you can find suggestions and ideas to support assessment and giving feedback to learners.

Supporting reading and writing across different levels

Using storybooks – supporting younger children

Activity 5.9: Learners telling stories

Watch this Class 1 student in the video telling a story to her class. What does the teacher do to ensure that all the other learners are involved and listening to the story?

Think about how you could use your learners as storytellers in your classroom and share ideas with your colleagues in the TGM.

Facilitator notes: Activity 5.9 Learners telling stories

Before watching the video with teachers, ensure you have watched it and have answers to the question in the activity. Although the video is in a local language you and teachers might not be familiar with, focus on the teacher's behaviour and the children's responses.

The teacher asks questions based on the story to all learners. She walks around the class and asks different children to answer questions.

Summary: Literacy across the curriculum

Activity 5.12: Reviewing school and personal action plans to support literacy

Activity 5.1 invited you to: 'In your Teacher Notebook, write

- three actions you will take this term to support literacy in the school
- two actions to support literacy in your own lessons.

You can make a poster of the three school actions to put in the staff room as a reminder for all teachers that literacy is everyone's responsibility and to ensure you fulfil the actions by the end of term.'

Go back to those actions and before the TGM take some time to write your personal reflections on:

- how you have supported literacy in your lessons, and
- how you are all supporting literacy throughout your school.

In the TGM, share your reflections and discuss whether you can see a change in your approach and the school's outcomes in literacy?

In the future, you could use one TGM at the end of the year to reflect specifically on the whole school approach to literacy and decide on what strategies to adopt in the following year to promote it with all teachers.

Facilitator notes: Activity 5.12 Reviewing school and personal action plans to support literacy

Before completing this activity with teachers, ensure you take time to do it, reflecting on your own plans and those of the school. If you are not the head teacher facilitating the TGM, you should take some time to speak with the head teacher before the TGM to understand their views of the progress in relation to literacy this term and plans they might have for next term.

Activity 5.13: 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 5.13 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 SBCPD programme.

Facilitator notes: Activity 5.14 Reviewing your learning Quiz

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