

Enhanced SBCPD: Examples of Monitoring Instruments

Here are two examples of monitoring instruments that may be useful when considering school and district progress with enhanced SBCPD implementation.

Additional tools are expected to be available by the end of the project (March 2022).

These tools have been prepared using Kobo Toolbox, a free data collection tool that can be used on smartphones, tablets and computers. Data can be collected (offline) in schools/districts and uploaded when mobile data/wifi is available; this data can then be exported into Excel/CSV for analysis.

The purpose of these two example instruments is to identify which schools/districts are showing signs of learner-centred teaching and which schools/districts may need assistance and would benefit from a monitoring visit.

During school monitoring visits, it is recommended that officials consider:

- meeting with Headteachers to understand the adoption of the Enhanced SBCPD programme in their schools
- meeting with School In-service Coordinators (SICs) to understand the successes and challenges of the Enhanced SBCPD programme in their schools
- observe lessons to understand how active teaching and learning approaches are being implemented. Points to look out for include:
 - the amount of time a teacher talks vs the time learners spend talking
 - the use of the nine teaching approaches (see the Implementation Guide, ‘The Content of the Training Resources’ section for a list of the approaches)
 - the time the teacher spends walking around the room vs sitting at a desk/standing at the front of the classroom
 - the use of teaching and learning materials other than textbooks/blackboard
 - how often the teacher uses learners’ names.

It is important that the observer is familiar with the **Training Resources**. They contain useful information about what to look for in a lesson. For example, there is specific advice for teachers on how to improve their questioning. If the observer is familiar with this advice, they will know what to look for and how to support the teacher.

ZEST District Report

When you complete this report for the first time, please base your answers on this term so far. For subsequent reports, please base your answers on the period since your last report.

Date of Report

yyyy-mm-dd

District

- ☐ Chisamba
- ☐ Kabwe
- ☐ Mkushi
- ☐ Mumbwa
- ☐ Shibuyunji

Number of male district officials involved with ZEST

Number of new male district officials who started during this reporting period and have been trained in ZEST

Number of female district officials involved with ZEST

Number of new female district officials who started during this reporting period and have been trained in ZEST

Number of school (ZEST) monitoring visits conducted this reporting period

Two examples of good practice observed during monitoring visits

Two areas observed during monitoring visits that require further support

ZEST SIC Report

When you complete this report for the first time, please base your answers on this term so far. For subsequent reports, please base your answers on the period since your last report.

Introduction

Date of Report

yyyy-mm-dd

District

- ☐ Chisamba
- ☐ Kabwe
- ☐ Mkushi
- ☐ Mumbwa
- ☐ Shibuyunji

Zone

- ☐ Chisamba
- ☐ Kabanga
- ☐ Chowa
- ☐ Chipembi
- ☐ Momboshi
- ☐ Mupelekese
- ☐ Mututu
- ☐ Bombwe
- ☐ Kampekete
- ☐ Liteta

Zone

- ☐ Broadway
- ☐ Chindwin
- ☐ Katondo
- ☐ Mine
- ☐ Naambe
- ☐ Ngungu
- ☐ Nkwashi

Zone

- ☐ Changilo
- ☐ Chibefwe
- ☐ Fiwilli
- ☐ Kandawo
- ☐ Kasokota
- ☐ Luanshimba
- ☐ Makolongo
- ☐ Masansa
- ☐ Matuku
- ☐ Mkushi
- ☐ Musofu
- ☐ Nkumbi
- ☐ Nshinso
- ☐ Upper Lunsemfwa

Zone

- ☐ Chona
- ☐ Kaindu
- ☐ Kasalu
- ☐ Mumba
- ☐ Myooye
- ☐ Nachiluka
- ☐ Nalubanda
- ☐ Nambala
- ☐ Sanje
- ☐ Shimbizhi

Zone

- ☐ Kapyanga
- ☐ Mukubota
- ☐ Mwembhezhi
- ☐ Nampundwe

School

Staff

Total number of MALE teachers

Total number of MALE G1-G7 teachers

Total number of NEW MALE G1-G7 teachers who have started this reporting period and have been trained in ZEST

Please answer 0 for your first report

Total number of FEMALE teachers

Total number of FEMALE G1-G7 teachers

Total number of NEW FEMALE G1-G7 teachers who have started this reporting period and have been trained in ZEST

Please answer 0 for your first report

Are other teachers in your school participating in ZEST activities e.g. pre-school, grade 8 and above?

- ☐ Yes
- ☐ No
- ☐ Not applicable

Has the SIC changed since your last report?

- ☐ Yes
- ☐ No

Has this new SIC received ZEST training in another school? (i.e. were they previously a SIC in a different ZEST school?)

- ☐ Yes
- ☐ No

Has the ZIC changed since your last report?

- ☐ Yes
- ☐ No

Has this new ZIC received ZEST training in another zone? (i.e. were they previously a ZIC in a different ZEST zone?)

- ☐ Yes
- ☐ No

TGMs

Is there a TGM schedule?

- ☐ Yes
☐ No

How many TGMs have been held this reporting period?

One TGM is considered to be a meeting about a particular topic – some schools may hold 1 TGM on this topic for all teachers to attend; larger schools may hold multiple meetings about the same topic for different staff groups. As long as it is the same meeting topic/agenda, then it will count as 1 meeting i.e. all teachers receive the same information. If some staff groups decide they need a follow-up meeting on the same topic, this would count as a different TGM.

What has attendance been at TGMs this reporting period?

- ☐ Very good (80-100%)
☐ Good (60-79%)
☐ Low (40-59%)
☐ Very low (0-39%)

What topics have been discussed at TGMs this reporting period?

- ☐ Using questioning to promote thinking
☐ Pair Work
☐ Local Resources
☐ Group Work
☐ Storytelling, songs, games, roleplay
☐ Involving all learners
☐ Monitoring and giving feedback
☐ Eliciting prior knowledge
☐ Assessing learning
☐ Using TESSA resources
☐ Reflection
☐ Peer observation
☐ Other

Other: Please provide more information

Have Raspberry Pis been used in TGMs this reporting period?

- ☐ Yes
☐ No

No: Why not?

Have Raspberry Pis been used outside of TGMs this reporting period?

- ☐ Yes
☐ No

No: Why not?

Records

Did HIM take place this term?

- ☐ Yes
☐ No

Is SIR Book up-to-date?

- ☐ Yes
☐ No

Are Teacher Notebooks complete?

- ☐ Yes
☐ No
☐ Some

Some: please indicate the % of notebooks that are complete

How many teachers have accessed the training materials on the Raspberry Pi

School Champions can find this information on the Raspberry Pi

How many teachers have completed the training materials on the Raspberry Pi and received their statement of participation

School Champions can find this information on the Raspberry Pi

Approaches

Is peer observation happening in your school?

- ☐ Yes - frequently
☐ Yes - sometimes
☐ No

Please tick the approaches that were most used in your school this reporting period

Tick all that apply

- ☐ Questioning to promote thinking
- ☐ Pair Work
- ☐ Local resources
- ☐ Group work
- ☐ Storytelling, songs, games, roleplay
- ☐ Involving all learners
- ☐ Monitoring and giving feedback
- ☐ Eliciting prior knowledge
- ☐ Assessing learning