

## Video 4.2

SPEAKER: My name is Simbiba Alec, the head teacher for St. Edmund's Primary School. Each time we have had the three approaches that we discuss. And then the teachers are made to sit together and collaboratively plan a lesson using these approaches. After planning, the teachers are expected to demonstrate in their classrooms in pairs. Of course, one teacher demonstrates while the other is there to observe as a peer observer.

Now maybe we explain on the way peer observing is taking place. Peer observation is done after the teachers have searched to plan together. What they plan is the method that should be applied in teaching in the classroom.

After they have planned the method, then one teacher is going to demonstrate in one classroom, while the other one is going to observe. After that observation, the teachers who again sit to review the lesson improve on weaknesses where there are some weaknesses. And then the way forward is made just after that sitting.

So, it has helped the school in some way. Since the introduction of this ZEST programme, we saw that when it comes to peer observation, it is unlike the time when all the teachers could be present in one classroom observing one teacher. Peer observation allows the teachers to be working in their classrooms without leaving their learners on their own. So, there is enough time for teachers to be in contact with the learners.

I can admit to say, since the introduction of this peer observation, teachers have been preparing themselves for lessons each time. Before they go for teaching, they prepare themselves. This has actually been improved by my own observation. I see teachers coming to the office to ask me to go and observe with them-- something that was not taking place before.

So, the main aim of this peer observation. We are doing it because what we are looking at is learner's achievement. We would like to see if the learners get the effective lessons by these teachers. So, when we have a peer observation, we are sure to say the teachers have the checks and balances at all times. And every teacher is sending friend to say, your friend should not be disappointed because they are working in pairs. So, everyone works to achieve the targets that we have put as a school. It is something that has helped us so much, especially that the teachers prepare themselves before they go inside the classroom.

When we come to the learner's achievement, the way the learners have been attending lessons, I can say it is something that is a trick on the other hand, because when the teachers are not available and teachers do not prepare themselves, you expect also learners to have the motivation, some sort of-- in psychology, sometimes, they call it a learned helplessness. When the teacher is not there to attend to the learners effectively, you don't expect the learners to be happy in coming in for lessons.

But once the teachers prepare themselves, they gather the teaching aides that they are supposed to use in the classroom, the lessons become so motivating. The lessons become so exciting to the learners. And you find that learners also do not stay away from classes. The attendance of learners during lessons is always good.

We had our first peer observation in January 2020 when we just opened the schools. Unfortunately, we closed in March. So, during the second term, we just had the Grade 7 and the Grade 9s. When we closed

in March, we didn't even have end-of-term tests. We just had the monthly tests for January, and in March and February. We didn't have for March.

But according to the monthly tests that we had for January and February, we saw that the attendance of learners during these tests was 90%. This peer observation has brought good results to the school.

Before then, it was very difficult because you could see somehow maybe some learners could stay away from lessons. But this time around, we see learners are being motivated somehow because of the presence of teachers and the preparedness of the teachers.