TEACHER PROFESSIONAL DEVELOPMENT IN PARTNERSHIP IN ZAMBIA

The Zambian Education School-based Training (ZEST) programme is a School-Based Continuous Professional Development (SBCPD) model to support the implementation of the revised curriculum and policies for SBCPD in Zambia. In partnership with World Vision (Zambia), officials from the Ministry of Education, teachers and school leaders in over 400 schools, The Open University (UK) has developed a set of resources to support active teaching in Zambia, while promoting a collaborative model of SBCPD amongst teachers.

This poster offers a representation of how the partnership between The Open University (UK), World Vision (Zambia), education officials and teachers has matured developing each participants' skills and competences to contribute to successful SBCPD and achieve more learner-centred teaching in schools in Zambia.



School—HT/SIC/ZIC



- Headteacher: SBCPD leadership through structures and processes to support collaboration
- School/Zonal In-Service **Coordinator: Support teachers and** mentor facilitators
- All school staff: worked with World Vision for monitoring purposes and to identify support needs

In 2017 The OU (UK) and the Ministry of Education (Zambia) signed a Memorandum of Understanding to support the introduction of the Revised Curriculum and In-Service policy. Teacher education institutions already used TESSA online resources to support active teaching and learning skills among future teachers. Between 2017 – 2020 the ZEST programme developed new resources to bring Active Teaching and Learning into the classroom among existing teachers alongside TESSA resources.





"Pupils are now willing to participate in class even group discussions" Headteache

'There's collaborative teaching and planning, and I would say more togetherness" Headteachei

AND

CLASSROOMS

- Main role: Pedagogic expertise and experience in resource development to support teacher professional learning through presential workshops and Zoom/WhatsApp collaboration
- Led a process of Development, Practise, Reflect, Review, Refine
- Building on local expertise and ways of working for collaborative resource development

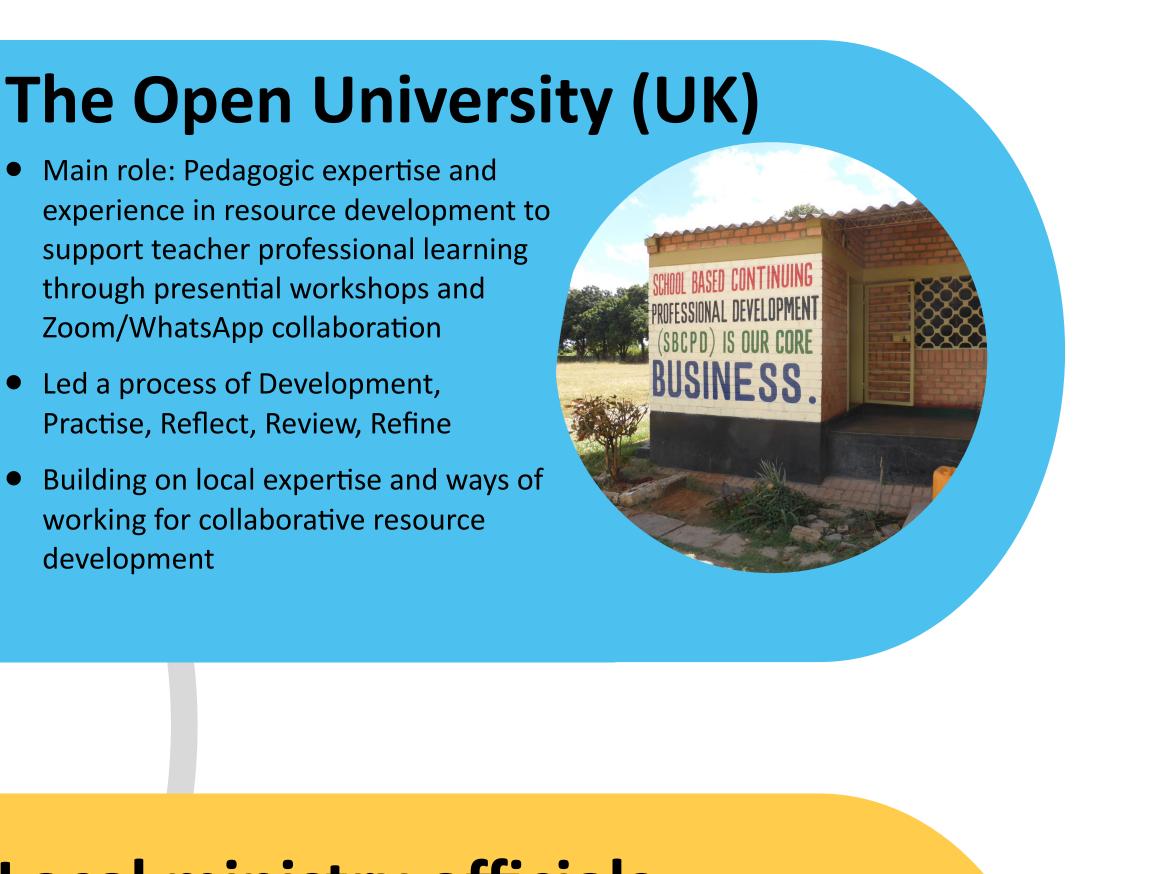
Local ministry officials (District/Province)

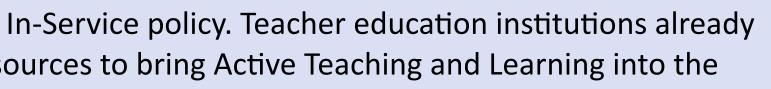
- Enabled collaborative work to take place
- Monitored experience at scale
- Supported schools
- Worked with World Vision and The Open University (UK) to develop training for scale-up

Ministry of Education HQ



Research has been carried out in partnership with World Vision Zambia, and the support of teachers and educators in Central Province, Zambia. It was funded by a grant from the Scottish Government. Permissions and required consent for images of children has been granted and approved based on World Vision Zambia WVZ Safeguarding Policy and Child Protection Policy 2020 Lore Gallastegi, Mark Gaved, Clare Woodward, Kris Stutchbury, Fiona Henry (The Open University, UK).





Teachers and classrooms

Teachers and classrooms are the focus of the ZEST School-Based Continuous Professional Development approach. ZEST aims to encourage:

- among teachers

Lessons learnt

- Relationship between partners matters and impacts on classroom success
- be required by all parties
- It is important to recognise and develop expertise at a local level
- The focus should always be on teachers and classrooms
- Strong partnership working is required to support sustainability beyond the project

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collaborative and reflective professional learning

 active learner participation through learnercentred teaching and learning

• Flexibility, compromise and accommodation may

