Interactive Learning and Teaching

Zonal In-Service Coordinators Facilitation Guide

A school-based continuing professional development course for primary level community school teachers

iPact

Roger Federer Foundation

Acknowledgements

Contents

Background

Why this course in interactive learning and teaching?

Most of us teach in the way we were taught for all the years that we attended school. In the main, our teachers read from a textbook, asked a few questions and then wrote notes on the board for us to copy. Assessment consisted mainly of tests that were set to determine what the we had remembered and learnt off by heart. That was then.

But the world is changing very fast and with it the educational context is also changing. In line with world trends, new ideas and approaches to education are being explored in Zambian schools. The focus is on making teaching more *learner*-centred and more *learning*-centred with a more active, experiential, problem-solving nature, and transforming curriculum content to be more relevant and to have real-life application, rather than just presenting content to memorise.

This can be seen in the changes both to content and methodology that are being promoted in the 2013 Zambian School curriculum which advocates a learner-centred, interactive approach to teaching and learning.

These curriculum changes have signalled the need for teachers across Zambia to also change their approach and to make the shift from the old traditional ways of teaching to become interactive teachers.

Ultimately, as teachers, the challenge is to come to grips with this approach to learning and teaching and to help our learners succeed in their studies so that they are able to reach their full potential in their personal, community and professional lives.

The purpose of this course is therefore to help teachers in community schools to develop their skills and confidence to make this shift. This course however, has much wider application. Although this course is being launched in primary – level community schools, it is equally relevant to all primary schools in Zambia as well as more broadly in other countries in the region.

Why a school-based course?

This approach is in line with Zambian Ministry of Education's policy of continuing professional development (CPD)[1]. This interactive learning and teaching course, builds on the idea of the Teacher Group Meetings (TGMs). Teachers are required will meet and

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[1] Educating Our Future (1996) which encourages in-service education and training for teachers to be school – based.

discuss their teaching challenges and practical ways of dealing with these together in a group.

There is an old Zambian proverb which states:

When you run alone you run fast but when you run together you run far.

We believe that studying together and working collaboratively will take you far!

A school-based CPD course is also easier as the teachers will not need to travel and spend time away from home. But most importantly, this interactive learning course is a practical, hands on course which requires teachers to plan and prepare learning activities together and to implement them with their own classes, that is why it is school-based.

Finally, this school-based course also provides opportunities for teachers to get together and to discuss each other's lesson implementation in a professional manner, to share and to learn from one another what worked well and what might be done differently next time. This type of reflective practice is evidence of a truly professional attitude among teachers, and as such, it is key to building a quality education system.

The course team

The Roger Federer Foundation has led and funded the development and implementation of this Interactive Learning and Teaching Methods Course for school-based continuing professional development of primary level Community School teachers. This has been done in partnership with *Saide* and the Reformed Open Community Schools (ROCS) with *Saide* responsible for the development of the course and ROCS for managing and coordinating its implementation.

The strong support from the Ministry of General Education (MoGE) through its existing support structures at district level for the course implementation is invaluable. The District Resource Centre Coordinators (DRCCs) in partnership with trainers from the ROCS and DAPP will train the ZICs to monitor and support the community school teachers as they work through the Interactive Learning and Teaching Methods Course to become interactive teachers!

About this Guide

Welcome to the Facilitator's Guide

Welcome to the Facilitator's Guide for the implementation of the Zambian Community Schools Interactive Learning and Teaching Course for primary school teachers (iAct).

Why is this course called iAct?

iAct, is an abbreviation for "*Interactive".* But more importantly, it emphasises the value of individual teachers taking *active* responsibility for their own continuing professional development and for implementing new *interactive* methods in their classes.

iAct stands for teacher agency – teachers being pro-active!

Look out for the course application icon:

iAct

The purpose of this training workshop and ZIC Facilitator Guide is to provide:

1. All the ZIC Facilitators with an overall understanding of the iAct Course. It is important that you understand the intention of this course and how it works as this will provide the necessary foundation for you to train, support and monitor the Community School teachers that are going to do the iAct Course.
2. Clear, step by step, guidelines on how you will run the first Zonal Course Orientation workshop with the Community school teachers are provided.
3. Clear guidelines regarding your roles and responsibilities related to the implementation of the iAct course are also provided in this Guide. This also includes:
   - information and guidance on how to run the second Zonal Course follow up workshop with the teachers; and
   - guidelines on your course support and monitoring functions.

Capacity building process: How this workshop will be implemented?

This Guide is designed to model the approach and the content that you will use to introduce and orientate, support and monitor the progress of Community School teachers as they work through and implement the Interactive Learning and Teaching Course.

You will systematically work through this Guide with the DRCCs.

The training workshop will model interactive practice and will include a lot of hands on activities and opportunities to practice and discuss various components of the facilitator training. It is most important that each of you engage in all the activities as a way of really immersing yourselves in approach that the Interactive Learning Course promotes. It is of course also important that you have an overall understanding of the course content as well, so activities some that will help you get an overview of the course content are also planned.

The Guide comprises the following:

A brief background to why and how the course came about is provided at the beginning. This is followed by the content and activities which will be covered in your facilitator training.

Session 1: **This session focuses the BIG PICTURE.** This is information is mainly intended to give you an understanding of the Interactive Learning and Teaching Course so that your understanding is at a higher level than that of the teachers. It provides a rationale for why interactive, collaborative learning is important (the WHY of the Course). It also provides an overview of the nature of the course content and how it is delivered (the WHAT and the HOW).

Session 2: **Provides guidance on how you will introduce the Interactive Training Course to Community School teachers**. This includes information that you will need to give to the teachers on how to use the Tablet and the printed Study Guide, as well as an overview of course content, how to support teachers to set up the study groups and various course procedures like looking after the Tablet and managing the course administration. This session also deals with the participating teacher's roles and responsibilities.

Session 3: **Discusses the facilitator's roles and responsibilities in supporting and monitoring the school-based implementation of the course**, including information on how to support and monitor the teacher's participation in the course during the follow up school site visits. Course administrative and management processes and procedures will also be finalised.

Session One
Day 1

Course overview: Getting the big picture

Resources needed for this session

The Tablet with Course App and videos uploaded. Each Zonal In-service Coordinator (Course Facilitator) will be given a tablet with all the course materials uploaded on it. The tablet is important as it contains all the educational videos which are the heart of this interactive learning course.

The Study Guide: A printed copy comprising all the course activities and templates.

The Teacher Guidelines

A notebook and pen for making notes.

Training process

Session overview

In this first session the emphasis is on helping you to understand the rationale for the course and for interactive learning. You will discuss why it is important to make the shift from teacher centred classroom practice to learner-centred classroom practice and what it really means to become an interactive teacher.

This first session will also focus on the practicalities of the course. The *what* and the *how* of the course. What is covered in the course, how the course is structured and the course mode of delivery? This will include a first look at the course on the tablet and an overview of the various features of the course.

Session outcomes

By the end of this session, you will have gained an overall understanding of:

- The purpose of this Interactive Learning and Teaching Course

- The shift in focus from teaching to learning
- The value of an interactive approach
- The course objectives
- The course content and key concepts
- The course materials and mode of delivery
- The course methods and learning cycle
- How the school-based study groups are intended to work
- The course timing and duration

Why a course in interactive learning and teaching?

Activity 1a: Discuss and record your thoughts on interactive learning and teaching

Time: 30 mins.

Learning organisation: Work in pairs

What you will do:

Brainstorm reasons why teachers should learn to implement interactive learning and teaching methods and answer the questions. Write down your thoughts in the space provided below.

1. What does Zambian educational policy say about interactive learning and teaching methods?

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2. What do you think the benefits of interactive learning are for learners?

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3. Do you think there are any disadvantages for learners? If yes, state what these are

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4. Do you have any suggestions for dealing with these disadvantages for learners? Explain

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5. What do you think the benefits of interactive learning and teaching are for teachers?

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6. Do you think there are any disadvantages for teachers? If yes, state what these are

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7. Do you have any suggestions for dealing with these disadvantages? Explain

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Activity 1b: Share and discuss what you have written

Time: 30 mins**.**

Learning organisation: Plenary session – whole group discussion

What you will do:

- Discuss and share the ideas that you wrote down.
- Discuss how you will deal with any disadvantages of interactive learning and teaching that come up in discussion. Think of useful strategies for managing them. This will help you deal with any possible negative perceptions that community teachers may have about interactive learning methods.
- Write down the key points that are discussed here:

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Activity 1c: Why the emphasis on interactive *learning*?

Time: 15 mins.

Learning organisation: Plenary session – whole group discussion. Answer the three questions below and write your answers in the space provided below.

What you will do:

Discuss and answer the question:

- Why interactive _learning_ and teaching? Why not interactive _teaching_ and learning?

- Explain why this shift in understanding is important.

- What implications does this shift in focus have for classroom practice?

  o What does this mean for the teachers?
  o What will teachers need do differently?
  o What will learners need to do?

Answer the questions below:

1. Why interactive _learning_ and teaching? Why not interactive _teaching_ and learning?

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2. Explain why this shift in understanding is important?

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3. What implications does this shift in focus have for classroom practice?

    a. What does this mean for the teachers?
    b. What will teachers need do differently?
    c.   What will learners need to do?

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Activity 2:   What do the experts say about learning?

Time: 20 mins.

Learning organisation: Plenary session – whole group discussion

What you will do:

- Read the quotations below and discuss the two points related to how people learn.

- Read the policy extracts below and briefly discuss current Zambian educational policy regarding teaching methods. It is important that all teachers are familiar with the national requirements as these frame the whole of the Zambian educational system.

What have wise people and educational experts said through the ages?

From ancient Chinese teachings:

I hear and I forget. I see and I remember. I do and I understand.

不闻不若闻之，闻之不若见之，见之不若知之，知之不若行之；学至于行之而止矣

Confucius 551-479 BC

Through indigenous African wisdom:

When you run alone you run fast but when you run together you run far.

To modern research related to how people learn, including educational theorist such as

Jean Paiget [1986-1980] Lev Vygotsky [1896 – 1934] and Yrjö Engeström [b1948]).

All point to the fact that people learn best by doing relevant tasks in a socially interactive or collaboratively context.

In other words, it has been found that people learn:

- By doing – activity-based, experiential learning, integrating theory and practice by applying what has been learnt
- By discussing, working and reflecting together – collaboratively with peers.

What does Zambian educational policy say about approaches to learning?

***The Zambia Education Curriculum Framework (2013)**²*The 2013 Zambia Education Curriculum Framework is explicit about teaching methods and strategies to be used. It is stated that:

> *"Teachers and teacher-educators should as much as possible, use methods that promote active learner participation and interaction.*

> *… it encourages learners to reflect, think and do rather than to reproduce from rote learning.*

> *… a learner-centered approach is strongly advised* (page 56).

This policy has been translated into teacher education and training as can be seen in the

extract from the Ministry of Education, Zambian Primary Teachers' Diploma Syllabuses document below:

The Zambian Primary Teachers' Diploma Syllabuses (2014)

The Ministry of Education, Zambian Primary Teachers' Diploma Syllabuses (2014).

In particular, on page 3 of the above document dealing with Instructional Pedagogy, it is stated that:

> *In order for the effective implementation of these syllabi, it is recommended that lecturers and tutors employ a variety of interactive teaching methods, which are learner centered in nature. <u>This would enable the teacher trainees to experience</u>*

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² Zambia Curriculum Framework (2013) Curriculum Development Centre, Ministry of Education: Page 56

such methods while in college which they are expected to use when teaching young
children in primary schools… (my emphasis).

Methods include: Group work, role plays, exploration, experimentation, inquiry,
drama, fields trips, problem solving, games, demonstration…

All the above methods are exemplified in the Interactive Learning and Teaching course!

Facilitator's Notes

Activity 3: Key learning points

Facilitators should understand the importance of professional teacher development being:

- Situated in the local community school context (relevant)
- Having immediate practical application

Facilitators need to be clear on these points. To get buy-in from teachers, the teachers need to see the relevance of the Interactive Learning Course to their own context and needs.

Activity 3: How will this course help community school teachers become interactive teachers?

Time: 20 mins.

Learning organisation: In pairs

What you will do:

- Read and discuss the points on the approach used in this course that help teachers to make the shift from the traditional ways of teaching to implementing more interactive methods.
- Briefly state which aspects of this approach are likely to make the course successful?

The course approach:

- Models methods and strategies for implementing learner-centred, interactive learning using locally made videos showing how this can be done in the Zambian community school context;
- Exemplifies methods and content that is aligned to the new 2013 Zambian school curriculum;
- Helps teacher to think about and reflect on their own practice to better understand what they currently do and what they could do differently;

- Builds teacher confidence and agency by providing carefully structured opportunities for the teachers to practice and apply activities that they have seen modelled in the videos;
- Provide suggestions and strategies that are rooted in the community school context of multi-grade/multi-level and multi-ability classes; and
- Model and provide practical guidance on how to collect, store and make teaching resources from found local materials to address the challenge of resource shortages.

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Using the tablet

Activity 4a: Using the tablet

Time: 1 Hour

Learning organisation: On your own

What you will do:

Before you start exploring the Interactive Learning and Teaching Course on the tablet, you need to check how to use it.

Then, once you have opened the App menu, tap on Registration and **get registered.** As soon you are registered you can start exploring!

Complete at least three of the TESTS (there is one at the end of each week's activities) so that you are familiar with how they work and so that you can test the pop up CODE function.

See the guidelines provided below.

Guidelines: How to use the tablet and find your way around the course

Facilitator's Notes

Purpose of these Guidelines:

- These guidelines are intended to help you to get used to the tablet so that you feel confident to teach the teachers how to use the tablet during your first Zonal iAcT Course training workshop.

- **NOTE:** At the first Zonal iAcT Course training workshop, you will need to help every teacher to register and login to the tablet (information on how to do this is provided below). As you help to register each teacher, you must write down their User Identity Number (their NRC number). Copies of this must be given to the DRCC AND to the DAPP or ROCS district officer in your area.

- These same guidelines are also copied in the TEACHER GUIDELINE DOCUMENT. A copy of this will be given to each Community School to refer to so that the teachers can use it in their school- based study groups.

How to switch the tablet on?

- Look at the right hand <u>side</u> of the tablet and you will see two buttons.
- Press the smaller of the two buttons to switch the tablet on.
- The bigger button is for adjusting the volume.

How to unlock the tablet

- Use your finger to swipe the **icon of the small padlock** at the bottom of the screen to the right (on some tablets one needs to swipe upwards). This will unlock the tablet and open the home screen.

How to open the menu

- Press this button at the bottom of the screen.

How to open the Course Application (App)

- Press the course icon button on the home screen.

    iAct

    It will take you to the course landing page with the course menu.

Course menu – this is what you will see:

iAct – Interactive Learning and Teaching
Introduction Registration Module One: Planning interactive learning Module Two: Managing interactive learning Module Three: Questioning for interactive learning Module Four: Observing and investigating for interactive learning Acknowledgements African Storybook

Facilitator's Notes

- You will need to ensure that each teacher is registered at the first Zonal iAct course training workshop.

- **NOTE:** As you help to register each teacher, you must write down their user identity number (their NRC number). Copies of this must be given to the DRCC **and** to the DAPP or ROCS District Officer in your area.

How to register – this is the first thing that each person must do.

- The teachers will be sharing a tablet with the other members of your study group. Everyone in the group that is using the tablet must register on that same tablet.

- Each teacher will have their own personal identity number and password.

- They will not be able to do the weekly course tests if they are not registered so this is a very important step.

- Tap (press) with your finger on the word Registration.

- You will need to type in the required information. Once you touch First Name, the keyboard will pop up and you can start typing the required information.

- **NOTE**: **The identification number has to be your NRC number.**

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← iAct - Registration

First Name_____

Last Name_____

Password
_____
(6-10 characters)

Confirm password
_____
Your password can consist of letters or numbers. You will have to
type the password in twice.

Identification
number_____

You must use your NRC number for your identification no.


                                              CONTINUE
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- Once you have done this – press CONTINUE – your registration is complete.

How to go back to the main menu?

- Press the arrow ← in the top left hand corner of the tablet screen.

Now you are ready to get started

Tap (press) on **Module One.**

- A drop down menu will appear.
  - o   The Module outcomes are stated
  - o   Each Module is made up of five weeks.
- Tap (press) on Week 1: Think about your own teaching experience, and it will open the page with the week one activities.

How to access the weekly test?

- After completing the activities set for each week, **each individual teacher** should complete the multiple choice question test. This will help you to track your own progress.

- To access the test, tap (press) on TEST in the top right hand corner of the tablet screen.

← iAct – Module 1 Planning interactive learning
WEEK 1   WEEK 2   WEEK 3   WEEK 4   WEEK 5
Activities Progress   ⬤   ⬤   ⬤   ⬤   ⬤   **TEST**
Thinking about your own teaching Time Purpose What you will need What you will do 　1.　………………………………………………………………… 　2.　…………………………………………………………………....

- The test Login page will open.

← iAct –Login
Login
• Christina Banda • Clifford Zimba Password _____

How to login?

- Tap (press) on the dot next to your name, fill in your password (the same one you used to register with), tap on CONTINUE and the test will open.

Do the test

- Once you have completed the test, a pop up will appear with your score.
- If you are satisfied with his score, you will be prompted to **save** the test score.
- A code will appear. This is your unique personal code.
- YOU WILL NEED GIVE ALL THE TEACHERS THE NUMBER TO WHICH THEY ARE REQUIRED TO SMS THIS CODE.

If the teacher is not satisfied with their score, they can re do the test as many times as they like, until they are satisfied, at which point they can save the test and a code will pop up. **The code is a number that will look like this: 4616-5201-0111-00.** This is what they will sms to be stored on a data base. This will help the teachers to track their own progress and easily identify the sections of the course not yet properly covered.

How to use the tablet to make your own video?

On the home screen, click on the Camera icon to open it.

- Select the Video camera option and start recording.
- It will automatically save your video into the Gallery on your home screen.
- When you want to see your video, click on the Gallery icon, opens and click on *Camera.*
- When you see your latest video, select it by tapping it. Three small dots will appear in the top right hand corner of your screen.
- Tap the three dots. You will get the option to RENAME. Type the name of your video e.g: *Grade 7 lesson on seeds 12.5.2017.*
- Please note this is an important step as it will help you to find your video easily, later when you want to play it.

Facilitator's Notes

Activity 4b: Key learning points

- This activity is intended to help you to familiarise yourselves with the **nature of the course content and with the functionality of the App.** e.g. A drop down menu with the Module outcomes, learning activities, videos etc.
- You should not try and list every activity, you should only list the *types* of activities e.g.: Observation activities, playing a game, listening to stories, researching own information etc.

Activity 4b: Course content and mode of delivery

Time: 1 Hour

Learning organisation: On your own

What you will do:

Explore the Interactive Learning and Teaching Course on the tablet using the specially designed application (App).Choose one Module and carefully look through all 5 weeks.

Make a list of the different types of materials, resources and activities you can find uploaded in the Course App.

Once you have completed your list, join a friend and check each other's lists to see if you both have managed to list all the different types of resources and activities.

In plenary, discuss all the list of different material/ resources and types of activities.

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Facilitator's Notes

Activity 5a: How will the teachers use the tablet in the course?

Time: 30 mins

Learning organisation: Read on your own, followed by plenary discussion

What you will do:

There are a number of ways in which the tablet will be used. Read the points below on your own first. Then participate in a short discussion in plenary.

The key function of the tablet in the course.

The WHOLE Interactive Learning and Teaching Course in uploaded in the iAct App on the tablet. The teachers are expected to work through the whole course, completing all the activities. These can be done in the App. Space for the teachers to type their answers/comments/notes is provided in each activity. However, as all teachers will also receive a printed copy of the Course (the Study Guide) they will also be able to write their answers/responses/notes straight into the Study Guide.

The tablet will be given to the school for the teachers to use. One tablet will be shared among a group of approximately five teachers working together in a study group.

The most important functions of the tablet are for the teachers to:

- **Use the tablet to watch the videos**. The videos exemplify various interactive and collaborative teaching methods. These are intended to stimulate discussion and reflection in the study groups. After watching and discussing the videos, the teachers are required to plan, prepare and implement similar activities in their own classes – learning by doing!
- **Record videos of their own lessons**. These videos will then be watched and discussed in the teacher's study groups.

- **Complete the individual test at the end of each week**. **This test must be done on the tablet.** Once the test is done, the teacher will automatically receive a score for their assessment. If they want to improve their score they can re take the assessment test.
- Once the test is completed by each teacher individually, a CODE will pop up. **Each teacher is required to note the CODE** (which included the teacher's unique identity number, the score achieved and the date on which the test was taken) **and to sms it to the Course Team.** This is the way in which the teacher's progress through the course will be tracked. **The sms is free, there will be no cost to the teacher to send the sms**
- **The African Story book stories – supplementary reading material** which teachers can use with their learners are also on the tablet.

Facilitator's Notes

Activity 5b: Key learning points
- This activity is intended to ensure that you can **use the video function on the tablet** so that can support the teachers to do so as well.

Activity 5b: How will the teachers use the tablet to make their own videos?

Time: 30 mins

Learning organisation: Practice this individually. See Guidelines on how to use the video function on the tablet on page 21 above.

What you will do: Practice using the video function on your own.

The tablet will be used by teachers to record videos of their own lessons. These videos will then be watched and discussed in the teacher's study groups. It is therefore important that you are confident about using the video function so that you can explain it to the teachers.

Activity 5c: Key learning points

- **This activity is intended to help you understand the role of the printed study guide in the course implementation.**
- It is important that you understand that the tablet is intended as the main method of delivering and implementing the Interactive Learning and Teaching Course.
- The blank activity planning templates in the printed study guide, do however need to be used for all the activity planning tasks. So in this way, **the study guide supports the use of the tablet.**
- The printed study guide is a backup and can be kept for future reference.

Activity 5c: How will the teachers use the printed study guide in the course?

Time: 30 mins.

Learning organisation: Read individually and then discuss in plenary

What you will do: Read: *What is in the study guide and what will it be used for?*

The key functions of the study guide in the course.

- The guide provides all the same content and activities, curriculum extracts, template etc. as are uploaded on the tablet. However, the tablet contains the video clips which are the heart to the course.

- In the same way that space is provided in the tablets for the teachers to write their own notes, reflections and to answer questions, space is also provided in the study guide for writing as well.

- Exemplar activity plans and activity planning templates for the teachers to use are included in the study guide.

- **All activity plans need to be written using the blank ACTIVITY TEMPLATES that are provided for each activity in the study guide.** In this way each teacher will have copies of all their own activities that have been planned and implemented during the course.

- All the assessment tasks are also included in the study but these need to be completed on the tablet so that progress can be tracked.

How will the teachers use the study guide?

- Each teacher will be given a printed study guide. It is intended as a backup for the tablet. So, if one teacher takes the tablet home, the rest of the group still have access to all the course activities (except the video clips). The study guides are to use and to keep after the course is completed. The guide is also intended to be used as a learning and teaching resource for the teacher's ongoing reference.
- The activity plan templates can be copied and used as a planning tool, even after the course is complete.

Facilitator's Notes

- The content that you have covered in Session One provides the course background and information that you will need to implement in the Introductory training workshop with the teachers.
- Session Two – provides the guidelines for what you have to do with teachers in the Introductory/Orientation workshop.

Guide to key aspects of course implementation

1. Tablet management guidelines

Each District will receive two tablets. One will be housed at the DRRCs office and one in the DASPP/ROCS district office. The ZICS will have access to these tablets when necessary for training etc.

Each school will receive a tablet: Throughout the course, the tablet remains the property of ROCS/DAPP but the school administration will be responsible for managing the use of the tablet in the way it is intended to be used for the Interactive Teaching and Learning Course (iAct). The school, guided by the Parents Community School Committee (PCSC) and in collaboration with the head teacher will be responsible for finding the best way of keeping the tablets safe and in good working order.

Schools must at all times ensure that the tablet is charged and ready for use. Don't let the batter go flat. Be proactive and don't get caught out by load shedding.

- A power solution (a solar charger) will be offered to schools that need this facility in order for the tablets to be charged.

- ROCS or DAPP to sign a MoU with the school on the use and security of the tablets.

- During the support and monitoring visits to schools, the ZICS (and DRCC) will check that the tablet is being used for the Interactive Learning and Teaching (iAct) Course at the school.

- If a tablet is broken, or any problem arises, the school must inform ROCS or DAPP as soon as possible. Under no circumstances should anyone attempt to open or fix the tablet.

- At the end of the course, the tablets will be returned to DAPP/ROCS office in the district. However, the teachers can access the tablets for reference at the respective offices.

- If a teacher has their own tablet and is committed to using it for the iAct Course, they can be given an SD card with all the course videos uploaded onto it to use for the duration of the course.

2. Guide to methods used in the course: Understanding the way the course is designed

Principles

In summary, the professional development of the community school teachers will take place through:

- **School-based continuing professional development** (SBCPD) implemented as supported independent study - using a digital format on a tablet with a purpose-designed course application to deliver the course.
- **The course learning design is underpinned by the following principles:**
  - An activity- based approach
  - Collaborative learning
  - New methods are modelled
  - The course is designed around a routine weekly learning cycle
  - Reflective practice
  - Use of locally found natural and commercial waste materials to make teaching resources
  - Promotion of teacher agency – encouraging teachers to take responsibility for their own professional development and encouraging communities of practice.
  - Course implementation support provided by Zone In-service Coordinators (ZICs) and officers from partner NGOs.
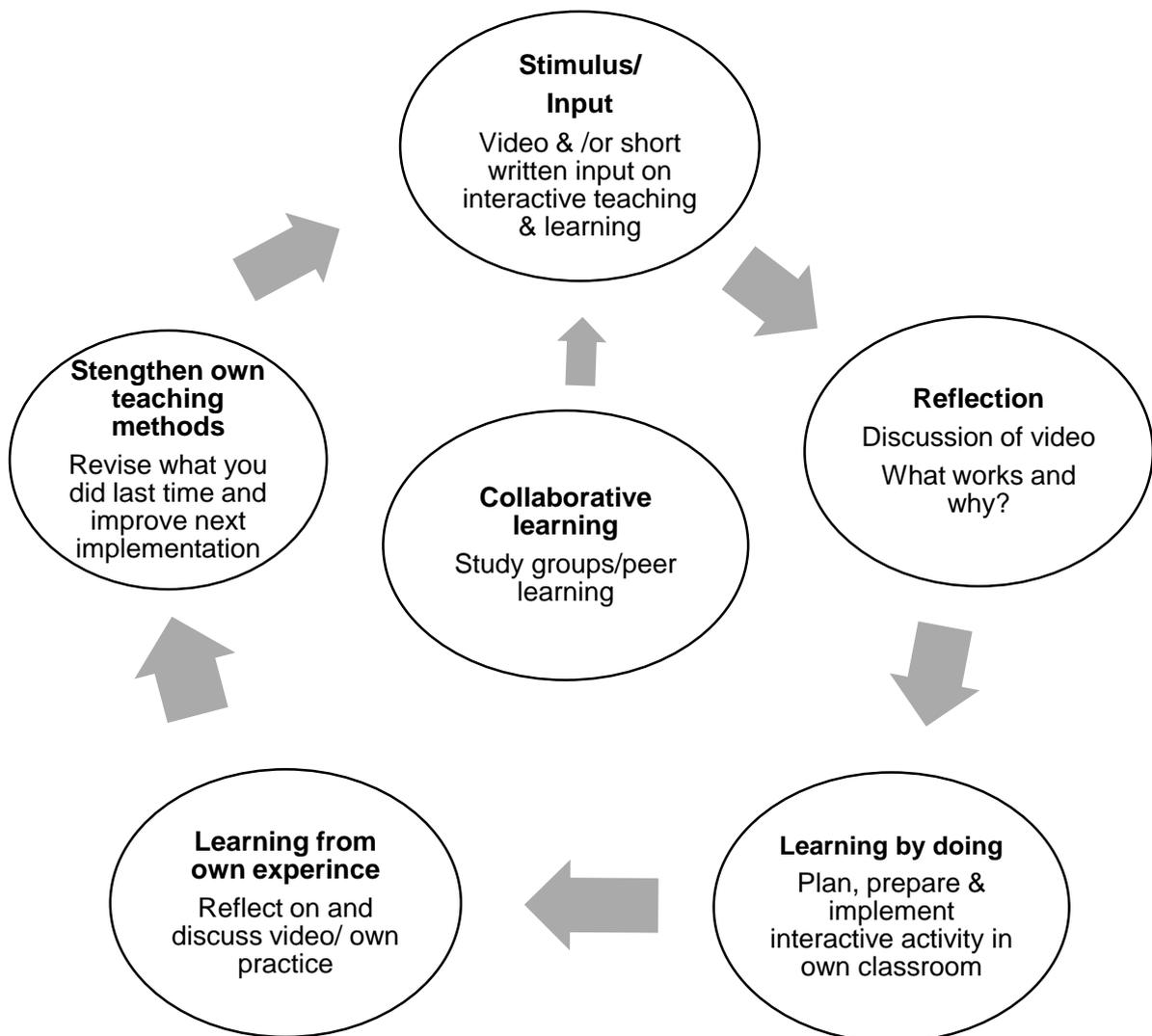
Elaboration of course methods: How will learning happen in this course?

- **Collaboration:** Learning together in a self-study group – a collaborative learning group promoting peer learning. Groups will comprise up to 3 teachers each sharing a tablet. Depending on the number of teachers in a school, ideally, lower primary schools teachers will form one group and upper primary will form another study group.
- **Using video examples of interactive teaching practice as a strategy for shifting teacher practice:** Watching and engaging with the videos which provide examples of of various interactive teaching strategies lies at the heart of the course.
  The course learning design hinges on making this professional development intervention relevant to local context and doable.
  - The videos were therefore specially made for this course in Zambian Community Schools. They reflect actual conditions in local classrooms with locally found materials used to make learning and teaching resources.

- **Reflection:** The teacher's engagement with the videos is guided by a set of questions which is provided with every video activity. After watching the video, the teachers are required to reflect on the video content and discuss and answer these questions in their study groups, weighing up the positives and the negatives and extracting the learnings that are relevant for themselves.
- **Learning by doing:** The teachers are required to adapt the activities seen in the videos (as necessary) and implement learning activities the same as / or similar to those seen in the videos. Thus applying – hand on - what has been learnt. Learning by doing!
  - Planning and preparation for implementation are done collaboratively in the study group using local resources.
- **Learning from own experience:** By reflecting on own implementation. Watching the video of each other's implementation of activity – based learning and then discussing this in the study group.
- **Strengthen own teaching methods:** The teachers will be able to assess the strengths of their own implementation and examine areas that may need some improvement for the next time they implement a similar interactive learning activity.

3. The learning cycle

The course is designed around a routine weekly learning cycle – teachers watch videos of interactive learning and teaching, plan own lessons based on videos, implement own lessons, video own lessons, discuss own implementation and reflect on what worked and what did not work so well and therefore could be done differently (diagram below).

The learning cycle

Stimulus/ Input
Video & /or short written input on interactive teaching & learning

Stengthen own teaching methods
Revise what you did last time and improve next implementation

Collaborative learning
Study groups/peer learning

Reflection
Discussion of video
What works and why?

Learning from own experince
Reflect on and discuss video/ own practice

Learning by doing
Plan, prepare & implement interactive activity in own classroom

4. Guide to setting up school-based study groups

Why have Study Groups?

The school-based **Study Groups** are based on the idea of the existing **Teacher Group Meetings,** so this is not new. It's just a way of teachers getting together regularly to watch and discuss the videos, do the course activities and reflect on their own classroom based implementation together.

Their main purpose is to support collaborative and peer-learning. Once you have completed the first iAct Course orientation workshop at the Zonal School, you will return to your own school and with the help of your School In-service Coordinator (SIC) you will set up your own study group.

Who should help to set up the Study Groups?

The ZIC Facilitator should liaise with the **School In-service Coordinator** (SIC) to discuss the SIC's role in coordinating the meetings of the teacher's study groups and in helping to keep the iAct course and assessment activities on track.

Size of the Study Group?

Groups should not be smaller than 3 teachers and ideally should not be bigger than 6 teachers. But you will need to determine the size of the Study Group depending on the number of teachers at your school.

In schools with a small compliment of teachers, e.g. up to five teachers, only one group will be formed and all teaches will work together. In larger schools with more teachers, more than one group can be formed. It may even be possible to form a lower primary and an upper primary teacher's group.

If the school has two or three groups, they should meet in different rooms, so that they do not disturb or distract each other.

How often will the Study Group meet?

The SIC can help to facilitate an agreement with the teachers on how best to schedule the group meetings. The Study Group needs to meet for up to three hours each week. Think about the timing. Will it be in break time or after school? How many times a week? **What is**

most important is that the Study Group meeting should not occur during normal school teaching time. We do not want to disadvantage the learners.

Proper planning of the group meetings is very important for learning to proceed smoothly and enjoyably!

Agree on some basic rules for group work

For example: The teachers should not use their mobile phones during the study group activities.

Can you think of others?

What will you do in the Study Group meetings?

The idea of the study groups is for groups of teachers to work through the course together, sharing ideas, engaging in discussions and supporting each other. **Teachers should sit together in a circle** (push some desks together or put some chairs in a circle).This will help people to engage with each other more easily (than if they are sitting spread out and dotted around the classroom or in classroom rows).

One tablet will be provided for each study group to use. Each teacher will also be given their own Study Guide for reference. To complete the course, the teachers will need to watch all the course videos on the tablet and discuss them and answer the questions together in the study group. *See page 7 below for guidelines on how to use the tablet.*

Sharing the tablet: The group will also need to decide how best to share the use of the tablet? EVERY teacher in the group must be able to access the tablet if they need it.

Completing the weekly test on the tablet: Although you will share the tablet when you are watching the videos and discussing the activities, when it comes to **doing the test at the end of each week, you need to do it individually.** Complete the multiple choice test on the tablet. You will need to check your own name and enter your own password and then do the test. (See page 7 below for instructions on how to login on the tablet to do the test).

Once you have completed the test, the tablet will automatically generate a score. If you are satisfied with the score you can click SAVE. If you want to improve your score you can do the test again. Once satisfied with your score, save it. The teachers should **write down their test scores every week to keep a record for themselves of how they are doing**.

A <u>code</u> will automatically pop up. The code number will look like this: 4616-5201-0111-00. The teachers must write down that code and sms it to the number provided by the ZIC Facilitator. This will be stored on a data base. Doing this will help the teachers to track their own progress and easily identify the sections of the course not yet properly covered.

NOTE: It is important that the teachers keep a record of their score and the pop up code for each test because if for some reason they are unable to sms the code to the database, they will be able to give it to you (the ZIC Facilitator) to sms for them.

Reflecting the views and situations of the teachers in the study group when answering activity questions.
- There might be times when the teachers in the study group do not all agree on the same answer. That is OK.
- The teachers in the group may have different teaching situations e.g. One teacher may only teach one grade while his/her colleague teaches in a multi- grade classroom.

It is important that all the different views are recorded when the teachers write their notes and answer the activity questions on the Tablet or in their Study Guides.

5. The course roll out

The ZICs will be responsible for introducing, orientating, supporting and monitoring the implementation of the iAct course in approximately in 450 Community Schools, reaching about 1500 teachers.

The course Facilitators (ZICS) with meet twice with the Community School teachers from their zone – first to introduce the course and then there will be a follow up meeting to check that all teacher groups have been set up and that teachers are managing to use the tablet and work through the course. This second meeting with focus on helping any of the teacher's groups that may still have challenges. It will also be an opportunity for the various groups to share their successes so far.

Thereafter, the school-based course implementation will be supported and monitored by the ZICS who will visit each of the participating schools, once a month.

The selected community schools are located in the Eastern, Lusaka and Southern provinces of Zambia.

Course duration

The activity-based course work has been designed to be implemented for three hours per week over a 20 week period. Depending on the pace at which each group works, it may be a little more or a little less!

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Session Two
Day 2

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How you will introduce and orientate the teachers to the course at the first Zonal meeting

Facilitator's Notes
The focus is on preparing you to introduce the Interactive Learning and Teaching Course to the participating teachers. **This is what you will do at the first Zonal school meeting:** 1. Provide the teachers with the background to the course and explain the course purpose. 2. Explain how to register and login to the tablet and how to use the tablet. You will also explain how it fits with the printed study guide. 3. Provide an overview of course content and the method 4. Explain the course implementation processes and procedures including, how the school-based teacher study groups should be set up, guidelines for using and looking after the tablets and the requirement that teachers message (sms) their assessment codes to the course team for progress tracking purposes.

This is what you need to think about and do before the first teacher training session

Practical plans and preparation

Information sent to the schools in your zone about the Interactive Learning and Teaching Course for primary level community school teachers:

- Schools need to know that this course is being launched.

- Invite school to the training. Provide sufficient information so that the teachers have a clear understanding of what is expected of them when they sign up for the course!

- Set the date of the training and provide information about the training arrangements.

Venue – confirm the training venue.

Organise the training layout – prepare the space for discussions and group work. We want to facilitate interaction so we do not want people sitting in rows.

Catering – think about and make catering arrangements as necessary.

Prepare an attendance register – keep the register safely as it is an important record. These need to be given to the DRCC who will pass them onto the DAPP or ROCS district office.

Prepare a programme for the training session.

Ensure the tablets with the course on it **and the printed study guide will be available** for the teachers at the first training session. **You will need to keep a register in which you record the serial number of each tablet and to which schools**

Each school will also be given a copy of the Teacher's Guidelines which provide information about how to use the tablet and the Course on the App as well as various other aspects of managing the course process.

Plan and procure necessary workshop delivery resources such as:

- Flip chart
- Marker pens
- Bostik / Tack Tack
- Any other resources that you need for the training session.

Prepare for facilitation

Look at your programme for the day to check the sequence of workshop activities.

Read through and think about the training content for the day and think about how you will implement the planned workshop activities.

This is what you need to think about and do during training process

Welcome the teachers – everyone to introduce themselves

- Use an icebreaker to facilitate the introduction?
- Circulate the attendance register –see that it is filled in. Keep it safely.

Expectations

- Discuss the teacher's expectations and see how these fit with the course purpose and objectives – discuss and clarify what will and what won't be covered in the training.

Try not to ignore difficult questions

- Think about these sorts of questions and be prepared to answer them. For example:
  - o Why can't we keep the tablet after the course?

What will be covered in this first training session?

In this first teacher training session the emphasis will be on providing the background and an introduction to the Interactive Learning and Teaching Course. Teachers will gain an understanding of:

- The reason for the course and why interactive learning is important?
- The challenges that community school teachers face and that this course tries to address.
- Why it is important to make the shift from teacher centred classroom practice to learner-centred classroom practice and what it really means to become an interactive teacher.

This first session will also focus on the practicalities of the course. What the course comprises of and how it will be delivered. This will include an activity on how to set up and use the tablet.

An overview of the course content and method will be provided.

The session will end with input and discussion about the required school-based implementation procedure – how to set up the teacher study groups, guidelines for using and looking after the tablets and the requirement that teachers message (sms) their assessment codes to the course team for progress tracking purposes.

Session outcomes

By the end of this session, the teachers will have gained an overall understanding of:

- The purpose of this Interactive Learning and Teaching Course
- The shift in focus from teaching to learning and the value of an interactive approach – why it is important
- The overall course outcomes or objectives
- The course materials and mode of delivery
    - o How to use the tablet – login and registration
    - o How to find your way around the course on the tablet
    - o The tablet functionalities

- o The importance of completing the weekly course tests and messaging the codes to the course team to track progress
- o How the printed Study Guide fits with the tablet
- o The guidelines for using and looking after the tablet
- The course methods and learning cycle
- How the school-based study groups are intended to work
- The course timing and duration

Facilitator's Notes

The purpose Activities 1 – 4 is to provide you with the opportunity to familiarise yourselves with the content and process of introducing the Interactive Learning and Teaching Course to the teachers at the introductory Zonal meeting by role playing and practicing what you are required to do with the Community School teachers at the first meeting when you introduce and orientate the teachers to the Interactive Learning (iAct) course.

Activity 1: Plan, prepare and role play how you will introduce the Interactive Learning Course to the teachers

Time: 1 Hour (20 mins planning and preparation, 20 mins role play and 20 mins discussion and reflection).

Learning organisation: Work in pairs

What you will do: Read the Session One notes in this Guide and refer to the interactive Course on the tablet and in the printed Study Guide and prepare your training introduction.

Once it is prepared, one pair will be selected to role play this component of your teacher training session.

Remember, the community school teachers are the beneficiaries of the facilitator training, so your focus has to be: How will I guide, support and monitor the teachers and to help them to successfully complete the Interactive Learning and Teaching Course?

Do your planning and preparation in the file/notebook provided.

Your planning and preparation should be structured around the following points:

- The purpose of this Interactive Learning and Teaching Course

- The shift in focus from teaching to learning and the value of an interactive approach – why it is important.
- Explain which challenges in Community schools will be addressed by this course.
- Explain how the overall course outcomes or objectives match the Zambian policy requirements.
- Explain the role of the tablet in the course as well as how the printed Study guide will be used with the tablet.
- Explain the purpose of the videos and why the teachers are expected to implement similar learning activities in their own classes.

Once the role play has been presented, open up a discussion on what went well in the role play presentation and what was omitted or could be done differently in the actual teacher training sessions.

Activity 2: Plan, prepare and role play how you will show the teacher's how to use the tablet and the course on the tablet (the iAct App).

Time: 1.5 Hours (30 mins planning and preparation, 30 mins role play and 30 mins discussion and reflection).

Learning organisation: Work in pairs

What you will do: The focus is on you practicing how you will help the teachers to use the tablet and the course application (iAct).

To help you find the information that you need to prepare your training activity refer to the following:

- The tablet with iAct Course on it.
- The Session One notes in this Guide
- The Guidelines: *How to use the tablet and find your way around the course (see page 18).*

Once it is prepared another pair of facilitators (not the same two that presented Activity 1) will be asked to role play this component of your teacher training session.

Do your planning and preparation in the file/notebook provided.

Your planning and preparation should be structured around the following points:

- How to use the tablet. **You need to start with how to login and register.** Each teacher in the school-based study group must be registered on the tablet that that group will use.
- **NOTE: At the first meeting with the teachers, you will need to help all the teachers to register and login.**
- **REMEMBER:** YOU ALSO NEED TO RECORD EVERY TEACHER'S USER IDENTITY NUMBER AND GIVE THIS TO THE DRCC AND DAPP/ ROCS District Officers.
- How to find your way around the course on the tablet.This includes:
  - Opening up each module, the outcomes and looking at the activities for each week; watching the videos; writing answers to activity questions in the space provided; clicking on PDF texts that provide information related to the course activities; clicking on the words that are marked in red to check their meaning; finding the ← arrow that takes you back to the previous screen; doing and saving the tests at the end of each week; accessing the test codes to sms to the course team in Lusaka; using the tablet to make and save your own videos; and finding the collection of African stories for young children.
- Explain to the teachers, the importance of completing the weekly course tests and the importance of them messaging (via sms) the codes to the course team so that the team can track each teacher's progress. It is a way of checking that all teachers are managing to work through the course activities.
- REMEMBER TO GIVE THE FREE SMS NUMBER TO THE TEACHERS
- **You will need to give each teacher the sms code.** Explain that the sms is free – it will not cost the teachers anything to sms.

Once the role play has been presented, open up a discussion on what went well in the role play presentation and what was omitted or could be done differently in the actual teacher training sessions.

Activity 3: Plan, prepare and role play on how you will provide an overview of the course content and the methods that are demonstrated in the course videos.

Time: 1 Hour (20 mins planning and preparation, 20 mins role play and 20 mins for discussion and reflection).

Learning organisation: Work in pairs

What you will do: Read the Session One notes and information provided in this Guide, the input and guidelines related to the methods used in this course commence on page 27. You can also look carefully at the interactive the Course on the tablet and in the printed Study Guide to see for yourselves what methods are used and how they are used (e.g. teacher and learner questioning, different kinds of group work, observation, collecting materials, learner interviews, guest speakers from the community – any others?)

Once it is prepared, another pair of facilitators will be asked to role play this component of your teacher training session.

Do your planning and preparation in the file/notebook provided.

Your planning and preparation should be structured around the following points:

- Information about the course outcomes and the main focus of the content in the Course App on the tablet
- Information about the different learning and teaching methods that are demonstrated in the course videos.

Once the role play has been presented, open up a discussion on what went well in the role play presentation and what was omitted or could be done differently in the actual teacher training sessions.

Activity 4:   Plan, prepare and role play of how you will explain the school-based implementation requirements of the course.

Time: 1.5 Hours (30 mins planning and preparation, 30 mins role play and 30 mins for discussion and reflection).

Learning organisation: Work in pairs

What you will do: Read the Session One notes and information provided in this Guide and refer to the interactive Course on the tablet and in the printed Study Guide (the ***What you will do*** sections of each activity) to find the necessary information. **In particular, you need to be clear about the way in which the teacher Study Groups need to function.** Once you have prepared what you will say and do, you will role play this component of your teacher training session.

Do your planning and preparation in the file/notebook provided.

Your planning and preparation should be structured around the following points:

- The course delivery methods and learning cycle – see Session 1 Guidelines section on pages 27-29.

- You need to be clear about the reason for collaborative learning in this course and the reason for forming school-based study groups. Explain that these study groups are based on the same idea as the Teacher Group Meetings.

- You need to be prepared to assist the teachers to think about how best to set up and manage their study groups – this includes how to manage study time (See guidelines on page 30).

- Explain the Guideline for managing the tablets (see page 26).

- Share the information about the course roll out with the teachers (see page 32).

Once the role play has been presented, open up a discussion on what went well in the role play presentation and what was omitted or could be done differently in the actual teacher training sessions.

Facilitator's Notes

Activity 5: The purpose of this activity is to ensure that the teachers understand their roles and responsibilities on the iAct course

- You as the ZIC facilitators are on the ground and understand the situation in your Zone and in the schools the best. You are therefore is a good position to know what is doable in the situation. Please think carefully about the teacher's roles and responsibilities – what is reasonable for them?
- Agree together on how you will explain the teacher roles and responsibilities to the teachers during the first course orientation workshop.

Activity 5: Teacher roles and responsibilities related to the Interactive Learning and Teaching Course – iAct.

Time: 30 mins (10 mins for reading and 20 mins for discussion and reflection).

Learning organisation: Read individually and then discuss in plenary.

What you will do: Individually read:

- The *Teacher's Roles and Responsibilities* (see below)
- In plenary discuss the roles and responsibilities critically and answer the following question:

i. Are the roles Teacher roles and responsibilities comprehensively covered or are there any gaps or omissions or changes that need to be made? If so what are they?

- Once you have read, discussed and added or changed the roles and responsibilities, plan and agree on how you will discuss the *Teacher Roles and Responsibilities* with the teachers at the first orientation workshop.

Write down new points - changes or additions.

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The teachers' roles and responsibilities in the course

Those teachers who have agreed to participate in the course need to be committed to completing the course and need to be encouraged and supported to do so.

What does this mean in practice?

Teachers will be required to:

Set up a study group. The School In-service Coordinator (SIC) will facilitate this process.

- No fewer than three teachers should come together to form a study group.
- Ideally the group should not be larger than six teachers, as then it becomes difficult for everybody to have a turn to discuss their point of view.
- Agree on which days and at what times the group will meet. This means agreeing on how to schedule the three hours across the week (after schools? in break?).
- Agree not to work on the course during normal teaching hours (unless one of the course learning activities is being implemented in the teacher's classroom, this will necessarily take place during the normal teaching time).
- Attend all the group sessions as agreed.
- Arrive on time for the group sessions.
- Take responsibility for the safekeeping of the Tablet in line with the agreement reached by the Parents Community School Committee (PCSC) and the head teacher.
- Agree on who in the group uses the Tablet and when?
- Agree that if there is a problem with the tablet, they will immediately contact their ZIC Course Facilitator. Teachers should not try to fix it or open the tablet under any circumstances.

Work through the Course on the Tablet from beginning to end systematically.

The course comprises four modules, each module is five weeks long. The total course is therefore intended to be implemented over a period of 20 weeks.

NOTE: If a teacher finds an activity that is immediately relevant to their current teaching, they are most welcome to implement it with their class (e.g. if a teacher is busy with a lesson on fractions, and there is a good example of an activity on fractions in Module 3, the teacher should be encouraged to go ahead and implement

it) however, this must not detract from the fact that the teachers are still required to work through the iAct course systematically in their study groups – starting with Week 1 in Module 1 and ending with Week 5 in Module 4.

- Watch all the videos.
- Participate in all the group discussion and reflections.
- Participate in completing all the activities - both in the group and individually
- Be committed to implementing the learning activities and interactive methods in their classes (learning by doing!).
    - Plan, prepare and implement the new activities in their classrooms;
    - Use interactive (activity-based) methods in their classes
    - Learn to use the tablet to make short videos each other's lessons
- Participate in reflection on own and other teacher's videoed interactive lessons to discuss strengths and possible ways of doing things differently next time.

Be committed to trying to:

- Collect local waste and natural materials, sort, store and use the found local resources as teaching aids in their classes.

Engage and interact positively with the ZIC Facilitator

- Attend and participate in Zonal meetings as required
- Engage with the ZICS during school visits – be proactive and ask for help from the ZIC facilitator
- Share successes and challenges with the facilitator
- Be prepared to have the facilitator observe/participate in the study group discussions during school visits.
- Be prepared to have the facilitator observe the implementation of their interactive / activity – based lessons with their own classes.

Participate in a positive spirit of support and sharing of new skills and knowledge with all the teachers in their study group and in the school ☺

Facilitator's Notes

Activity 6: The purpose of this activity is to provide you with guidelines on how to conclude the iAct Course orientation training session for teachers.

- The focus of this concluding activity is to check that all teachers are clear about what they have to do.
- Go through the expectations
- Inform the teachers of all practical arrangements including details of the next FOLLOW UP TRAINING SESSION and future school site visits by the ZIC facilitators.

What the teachers will take back to their schools at the end of the first training session:

1. The Tablet with Course App and videos uploaded – one per school (unless the staff is very big , then two tablets will be provided)
2. The printed Study Guides – one for each teacher to keep
3. The Teacher Guidelines – one set for each school-based study group.

Activity 6: How will you conclude this first teacher training session?

Time: 1 Hour.

Learning organisation: Plenary – the whole group together

What you will do: Read and discuss together in your training session how you will end your first training session with the teachers in your Zone.

- Check that all teachers are clear about what they have to do.
  - This last session is an opportunity for the teachers to ask questions about anything which is still unclear to them, so please invite teachers to do so,
    - Go through the teacher's expectations that you wrote up at the beginning of the session and check that everything has been covered. If not covered, agree on what you will do to meet the expectation.

- Inform the teachers of any practical arrangements that you still need to discuss about how they will start the course. Also give the teachers **the details of the next follow up training session – to be set up approximately two weeks after the first teachers orientation session.** When and where it will happen and its purpose.
  - The purpose of the follow up Zonal meeting is to provide support to teachers once they have got started on the course; to help them with any difficulties which they may have experienced with the tablet or the course; and to monitor their progress – to check whether the study groups have been set up and see how far the teachers have progressed with the course.

- **Explain how the next follow up session will work:**
    - ○ ONLY ONE TEACHER per School Study Group will attend the follow up session. But this teacher will need to represent the whole group. This means the teacher who attends the follow up session must prepare a short written report which provides information about:
        - ▪ Whether every teacher in the study group is registered and login to the tablet. Any difficulties – explain?
        - ▪ Any difficulties in using the tablet – explain what these are?
        - ▪ How many times the study group has met?
        - ▪ Which activities (if any) have been completed to date?
        - ▪ Any difficulties in doing the activities – explain what these are?
        - ▪ Share any successes achieved so far. Activities implemented etc.
    - ○ Each teacher representative will present their study group report at the follow up session. The ZIC facilitators will discuss the queries; clarify questions; offer support as necessary and share the success stories.
    - ○ The teacher representatives will then report back to their school-based study groups – clarifying questions and procedures.

- **Explain ZIC facilitator school visits**
    - ○ You will visit the schools in your Zone one a month to offer support to the teacher study groups and to monitor their progress.

At the end of the session, you will ensure that:

1. Each school has got a Tablet with Course App and videos uploaded – one per school (unless the staff is very big, then two tablets will be provided).
   NOTE: On the form provided, record the serial number of each tablet and write down which tablet is given to which school.
2. The printed Study Guides – one for each teacher to keep.
3. The Teacher Guidelines – one set for each school-based study group.

After the teacher training session

Arrange to give the Teacher Training Attendance Register and Record of all the tablet serial numbers & which school received which tablet to the DRCC who will pass them onto the DAPP or ROCS district office.

The ZIC facilitator's roles and responsibilities and support and monitoring guidelines

Facilitator's Notes
The facilitator training will focus on: • **The facilitator's roles and responsibilities in the implementation of the Interactive Learning and Teaching Course.** • **Managing school site visits and support and monitoring guidelines.** This session will comprise three key components: 1. Preparing the facilitators to more fully understand their roles and responsibilities in implementing the course. 2. Preparing the facilitators to understand how to support and monitor the teacher's participation in the course during the follow up school site visits. 3. To provide the facilitators with clear guidance on what is expected of the teachers participating in this course (teacher roles and responsibilities).

Session outcomes

By the end of this session, the ZICS (facilitators) will have gained an understanding of:

- Their roles and responsibilities in implementing the course.

- How to support and monitor the teacher's participation in the course during the follow up school site visits

- What is expected of the teachers participating in this course (teacher's roles and responsibilities).

Activity 1: The purpose of this activity is to understand the ZIC Facilitator's roles and responsibilities.

It is important that you all have a clear and shared understanding of your roles and responsibilities related to the implementation of the Interactive Learning and Teaching Course (iAct) course.

Activity 1:   Facilitator roles and responsibilities

Time: 45 mins (15 mins for reading and 30 mins for discussion and reflection).

Learning organisation: Individually read the section on Facilitator Roles and Responsibilities, below and then discuss in plenary.

What you will do: Individually read: *The facilitators' roles and responsibilities* (see below).

In plenary discuss these roles and responsibilities critically and answer the following questions:

i.   Are the facilitator roles and responsibilities comprehensively covered or are there any gaps or omissions or changes that need to be made? If so what are they?

Make notes of any additions or changes here

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The facilitator's roles and responsibilities

☑ **The ZIC Facilitator's role and responsibility is to support and monitor all aspects of the course implementation at their designated schools.**

What does this mean in practice?

- **Actively participating in the facilitators training -** taking responsibility for your own learning and professional development related to the course implementation:
    - Asking questions to clarify any queries related to the course
    - Taking responsibility for working through the course materials on the Tablet and so that you can support the teachers if they have queries related to the course content of any of the course procedures
    - Reading through the Tablet operating guidelines and practice using all the functions in the Course App so that you can support the teachers if they have difficulties accessing any of the materials on the tablet.

- **Being professional at all times:**
    - Keeping agreed appointments
    - Arriving on time
    - Completing all agreed tasks related to the course implementation.
    - Being proactive if, and when, problems arise.
    - Responding promptly to queries from the teachers. If you cannot help, call the DRCC and / or the DAPP and ROCS district officers for assistance.
    - Keeping in regular contact with the DRCC as well as the DAPP and / or ROCs district officers.
    - Completing and handing in (to the DRCC) all course related administration documentation such as: Training attendance registers, the record of tablets issues to your designated schools, logs and reports on school visits including filled in classroom observation forms.

- **Fulfilling the requirements of the support and monitoring role**
    - Facilitating the introduction to the Interactive Learning and Teaching Course to all teachers at the designated Zonal schools (training to be held at the Zonal School)**.**
    - Provide the teachers with a mobile phone contact number at which you can be contacted in case the teachers have a problems or queries.

- o Facilitating the follow up teacher training session approximately two weeks after the first orientation training to:
  - respond to queries related to the course and tablet usage
  - offer support,
  - monitor whether the teachers are completing the tests at the end of each week and submitting the pop up code by sms to the course team in Lusaka,
  - monitor early course progress and share progress and success stories.
- o Making one visit per month to each of the designated schools to support and monitor the teachers' progress - see details below.
- o At all times, try to perform a supportive and encouraging role the teachers.
- Take responsibility for filling in the school visit report after each school visit. **Three copies of these reports need to be prepared after each visit**. One must be given to the DRCC, one to the DAPP/ ROCS Officer and one to be filed at the Zonal school.

Facilitator's Notes

Activity 2: The purpose of this activity is for you to understand how to run the iAct Course follow up training workshop with teacher representatives from each of the designated Zonal Community Schools.

Approximately two weeks after the initial training orientation workshop for teachers, the facilitators will facilitate a follow up training workshop with one teacher representative from each of the designated implementing Community Schools. The purpose of this workshop to be held at the Zonal School will be to:

- Check whether the teachers have set up their study groups?
- Whether they have started working through the Interactive Learning and Teaching Course on the tablet?
- Whether they are experiencing any difficulties – both with the tablet and/or the course activities? and to
- Share progress and success stories.

Activity 2: Plan, prepare and role play how you will facilitate this follow up workshop with teacher representatives from all the designated Zonal community schools

Time: 1 Hour (15 mins planning and preparation, 15 mins role play and 30 mins discussion and reflection).

Learning organisation: Work in pairs

What you will do:

- Read the input related to the follow up workshop which is provided in SESSION 2 Activity 5 (above). You can also read the general Facilitator Support and Monitoring Guidelines below.
- Plan and prepare how you would facilitate the follow up workshop with the teachers representatives.
- Once it is prepared another pair of facilitators (not the same two that presented the previous Activities) will be asked to role play this component of your teacher training session.
- This, second workshop is intended to offer support to any teachers that need it and to monitor the initial stages of the course implementation.
- **But please remember, you are not a police man or woman**, **the reason for checking on the teacher's progress is to** *support and help the teachers to succeed*, it is not to embarrass or punish them for not doing something. You should constantly be asking the teachers: *How can I help you?*

Structure your planning and preparation around the following key activities that you (the ZIC Facilitators) are required to undertake during the follow up training workshop. Your questions should be directed at checking on the following issues:

- Whether the teachers have set up their study groups? if not, what are the problems – how can they be solved?
- Whether the teachers have started working through the Interactive Learning and Teaching Course on the tablet?
- How many times the teachers have met in their study group?
- Are they managing to schedule three hour per week to study together? Remember to remind the teachers that they should not schedule their study time during normal teaching hours! They can break up the three hours in whichever way suits them best – after school or even during break time. Help the teachers to think about flexible ways of managing their study time.

- Ask the teachers whether they are managing to share the tablet? What kind of arrangements have they put in place to facilitate easy sharing? Again help the teachers to think of options for sharing if they are struggling,
- If they have started working through the course, how far have they progressed? (Up to which activity?)
- Whether they are experiencing any difficulties?
- Check whether the teachers have completed any of the tests that they are required to do at the end of each week?
- Check that they were able save and record their test results and to note the pop up code?
- Were they able to sms the code to the number which you gave them at the first training session? If not, why not? Try and help the teachers to manage this step as it is important.

Do your planning and preparation in the file/notebook provided.

Once the role play has been presented, open up a discussion on what went well in the role play presentation and what was omitted or could be done differently later in the actual teacher training sessions.

Facilitator's Notes
Activity 3: The purpose of this activity is to provide you with an understanding of the required iAct Course implementation support and monitoring function that you will fulfil when you do your monthly school visits.

Activity 3: Facilitator support and monitoring guidelines for monthly school visits.

Time: 45 mins (15 mins for reading and 30 mins for discussion and reflection).

Learning organisation: Individually read the section on Facilitator Support and Monitoring Guidelines, below and then discuss in plenary.

What you will do: Individually read: Facilitator Support and Monitoring Guidelines. These Guidelines are intended to help you to:

- Understand your role in supporting and monitoring the teachers in their implementation of the Interactive Learning and Teaching Course (iAct).
- Understand the procedures and processes to be followed during your once a month school visits to the Community Schools in your Zone that are participating in the iAct Course.
- Understand how to use the *Classroom Observation Schedule and how to fill in the School Visit Report.*
- **NOTE: Make sure that your workshop trainer has given you copies of these.**

In plenary discuss the Guidelines critically and answer the following question:

i.   Are the ZIC Facilitator Support and Monitoring Guidelines, comprehensive or are there any gaps or omissions or changes that need to be made? If so what are they?

Make notes of any additions or changes here

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To facilitate: *To make something easier or less difficult!*

Facilitator (ZIC) support and monitoring guidelines for school visits

Supporting and monitoring teachers' progress on the course

1. First make sure that you have familiarised yourself as much as possible with the content of the Study Guide; the method and approach used in the implementation of this course; and how to use the tablet. This will enable you to answerer queries and offer support to the teachers during your monthly school site visits.

2. Don't arrive unannounced at the school. Make an appointment and let the head teacher/ principal and or the School In-service Coordinator (SIC) know that you will be visiting the school. When making your appointment be clear about whether you want to:

   - Observe/participate in a teacher's study group session;
   - Observe one of the teachers implementing one of the course activities with their learners; or
   - Just meet with the teachers to discuss their progress and check on any challenges they may have.

3. When you arrive at the school, start off by greeting the Head Teacher and then the SIC.

4. Budget sufficient time for your school visit. The quality of your interaction with the teachers is important. Your visit should not simply be something you tick off your "To do List". The purpose of the visit is to support the teachers sufficiently to enable them to successfully complete the course and to implement learning interactive learning methods in their own classes.

5. At all times you need to motivate and encourage the teachers offering positive support to teachers. Please do not be negative or criticise. If the teachers have a challenge, ask "*how can I help you?"* Discuss the problems and try and work things out together.

6. During support visits try and encourage the process of sharing skills and knowledge in the study group. Emphasise the importance of learning together and from each other. Two (or more) heads are better than one!

7. You may want to join in some of the teacher study group activities during the school visits. Help to facilitate the group's discussions, this can make the group work even better! This is called participant observation. Or you may want to only observe a teacher's study group session – without participating.

8. Be aware that your job is to support the teachers, to help them understand the course materials, but not to teach the course! This Interactive Learning and Teaching Course relies on the structured group-based study of the videos and materials contained on the Tablet and in the Study Guide. Your role is to make the study process easier but not take it over.

9. You are required to use these school visits as an opportunity to observe both how the teachers interact in the study groups as well as the way in which the teachers implement interactive learning methods with their own classes (for example, this could be when a teacher is implementing one of the course activities that is going to be videoed for discussion in the study group later).

   Your observation of the study group's interaction should focus on how the teachers:

   - Engage in discussion and reflection in their study groups
   - Use the tablet in the study group/ in pairs or on their own
   - Use the Study Guide
   - Do the learning activities/ answer questions typing on the tablet/writing in the printed Study Guides?

Maker notes on these points so that you can complete the School Visit Report

   Your observation of the way in which the teachers implement interactive methods and activities with their learners in their own classes:

   - Remember to reassure the teacher, that you are not there to judge them , but simply to see how the course activities are being implemented and also to provide some support if they should need some.

- Sit at the back of the classroom so that you do not disturb the learners.
- Your observation of the classroom Activity must be guided by the *Classroom Observation Schedule* which has been provided to you. Fill it in carefully.

10. Make notes about your observations after each school visit. A facilitators' school visit report template will be provided for each facilitator to write their notes in. This will be a source of valuable feedback for the course team and an important way of tracking the teacher's progress and noting successes and challenges.

11. If there is no study group in progress or activities being implemented, simply call the teachers together and discuss their progress on the course. Successes and challenges – try and see how best to support them.

12. Finally, always remember your role is to:
- Be supportive and encouraging.
- Monitor progress
- Try to clarify question and problems, and to
- Help to make learning enjoyable!

iAct Course implementation administration and management

The remaining workshop time will be spent with the DRCC providing information and guidelines on:

- How you will register the teachers on the iAct Course
- Managing attendance registers
- Keeping a register of all the tablets
- Writing school site visit reports
- Completing classroom observation reports
- Procedures and processes for submitting reports
- Support and communication channels - with DRCC and DAFF and ROCS District officers
- Procedure for reimbursement of expenses
- Any other logistical matters related to the iAct Course implementation.

<div align="center">

Thank You ☺

Good Luck!

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