**Transcript: Practices**

Changing teaching and learning practice to improve inclusion in Shungu.

Head Teacher – Shungu School.

So, we are saying all teachers in the school have been trained, including those student teachers that just come in for a term and go, they are also trained in the pedagogy that is given at a given time. Now, as a school we have gone through 11 modules as how best we can be inclusive as a school. Coming to classroom, the focus is mainly on the learners, the learners need to drive their own learning so you will find that the children will be in their groups and these groups keep changing; either based on gender, ability, religious background. When issues are given, a lot of information can just come out so the children can share the knowledge, skills, values, morals and abilities that the other groups have.

Within these groups there’s a lot of material production, the teacher who facilitates will give them markers, will give them manillas, will give them stickers. Sometimes the children will bring lemons, will bring oranges, flowers and so on; just to use to explain concepts that they may want to drive through. These materials are either stuck in class for everyday learning, or if they’re quite durable (as we always try to make them more durable), then they can be kept in the senior teachers office so that they can be used by next group in case the next lesson will want to make reference to the same resources. So, for us the key is that learning in the classroom should be driven by the learners themselves, based on what they know and what they have experienced. Of course, the teachers will come in with their expert and just add a little bit more value based on the content that is in the syllabus or the curriculum.

There is a lot of learning that goes on in the classroom but we also realise that a classroom can be a restrictive environment. Imagine a child is coming from a home where they are always outside and he has the whole day in a classroom, that may turn out to be a prison. So, learning keeps changing; it is in class, it’s out, it’s a field trip, it’s just going in groups to go and sit and discuss. By that way the teachers will just monitor whether the objectives of particular lessons are met and we always strive to write through the new lessons learnt which we share as teachers in what we call CPD, continuous professional development. After some time, 2 weeks or so, the teachers meet and they just share the experiences that they get from their learners, their personal experiences and when they do that it also enriches their knowledge.

This block is for the early graders. As you can see, they can walk through, if there’s someone in a wheelchair they can ????? This again is where we have children that we monitor very closely indeed in the inclusive program because we have a child with cerebral palsy, we have a child with spina bifida, we have children also with visual impairments, children with auditory impairment and just many other children with health challenges. Early graders are coming here and we say the years of the early graders are critical in assessing and identifying the needs; educational needs, the health needs, the social needs, physical needs, intellectual needs and spiritual needs. So, we feel we need to make this place as stimulating as possible so the children can be exposed to all this kind of learning and maybe we may be able to identify challenges, referrals for assessment that we can meet the children at their exact point of need. We have our ECD class at the end then the first graders and then the second. So those 3 years are very critical for us to assess exactly what the childrens learning should be like.

This is our resource centre and we have about 12+ schools now. Why this resource centre is important is because all the other schools, when there is information; new pedagogy is coming in, like we are having inclusive trainings, they are done here. Then we are able to expand them because every school has a teacher that is responsible for CPD so they will come here.

The resource centre, well ramped into the resource centre. We have the other accounts office and we have the staff room that can be accessed by teachers we brought the teachers chairs and they are also able to sit here and discuss their personal matters.

So, the toilets; we want to remember those staff, we have the toilets for the staff and we have this key room. This room is what we call the, what do we call it? This is called the Learner Support Base. Now, the children will come and sit here and discuss whatever they want. The children will also sit there, we have those computers that have been purely reserved for the children. If they want to do work well after classes are closed, they’re able to sit there and use the computer. So, we are still trying to fill up our shelves and we make sure that every book that is used in the school, there’s a copy here so the children can access these books at a time that they would want to use them. Like agricultural science, the school does not offer agricultural science we just practice agricultural science, but the children are able to read what they want to know. There’s a lot of Math’s here and I love this book so much, if you can see, ‘School Based Change’. Sometimes we read these books that help the children to ?????. These computers are very old, we also want to maintain the history, they’re used by the learners to see where we’re coming from.

Now, apart from that, here they have just changed the setup of the chairs that have been put. There are very private matters that a child may want to say to the teachers or the parent may want to discuss with the school. If they came to the office of the head they may treat them professionally, if they go to the office of the guidance teacher they may treat them professionally, but we have what we call a School Inclusive Education Coordinator, who sit here and listen to children at individual level or groups, listen to parents at individual level or groups, listen to the school inclusive teams. They will come and sit away from the administration to discuss things, and the IECO will guide the discussions. Once they are done, she synchronises the information and brings it to the office to see how administration can get involved. So, when the parents are here, they don’t feel intimidated that they may feel when they are in the other offices because of the structures. So, here they’re able to complain, to offer suggestions and so on. The School inclusive education Coordinator, through her files, through her book, and also we have the record of all the children by grades and by challenge that they have. I wish she was here to explain what exactly she records.

So, this is the learner support base, very small way but the concept was first initially sold as a library so the children say, ‘it’s a library, it’s a library’. Every time in the morning when we have briefings and assemblies we say ‘in the library, if your parents have issues and they feel they cannot see the head they can come and make an appointment to the teacher in the library’, because the concept of the library is what they know. So, whilst they call it a library, we are slowly bringing in the concept that it is well inculcated in the ??? So that this room we can use it to the best of what it can be.

Yes, so this is Shungu in a nutshell a lot of things go on. The teachers, we are proud, there’s an attitude of teachers. Sometimes you’ll find them all in here and they will be discussing issues. So, the teachers will be in school from morning 6.30, 7 hours and will be going 20 hours because of other programs. For us, if the teachers are here it means that learning can take place throughout. If the buildings are here it means the learning can take place throughout. If the production unit is working out well then it means the children will be in school and doing activities throughout. If the sporting fields are available for the children then it means they will also be in school. So, all that we do, we may not be able to produce the best of students but we want all the children to be present in school, participate in school and also achieve. Once they graduate we want to follow them up and see to it that all that they learnt, they’re using ????

We are open. Sometimes we say if you go to a police station you will never find a constable, if you go to a clinic, you’ll never find a Doctor. Us Shungu, our doors are always open and we discuss all the information that we have so anyone else can be assisted at any time so there isn’t that barrier in terms of sharing information.

So, we are finally back to the office of the head; usually it’s considered as the first office, but as you can see now it is the last office. It means that everything that goes around the school will actually land here, so that policy direction can be given, social direction can be given, and any other instruction that can be given. Now, this is an open office of the head teacher and there is a lot of information that the teachers will come to this office and just get. Once in a while we encourage teachers to give work to children to investigate about their school so children will come and just go through the billboard here and get as much information they can get about the school. They’ll go in the Deputy Heads offices and they can get the information, we also have the Senior Teachers office which is locked there, where we put all our resources; those that are old, those that are made, just for saving them so that they can also be used at any other time of learning.

So, these board you are seeing here are all used by teachers as learning and teaching materials and at times they will just come and dump them in the office. Those files, every activity that goes on in school also has a file. Now in terms of inclusive education you can see all that goes around comes to this file and I’m able to identify children that enrol on an inclusive basis and if there are any barriers, so that we can help them best. The reports that we give to the Provincial Education Office and the District Education Office, we also keep copies here so that we are able to keep record of our own. Also, the assessments, like you can see this one was done by Cheshire Homes, you may not be able to see what is inside because it’s quite private for the owners. So, we engage organisations like Cheshire Homes, the hospital and so on, in our process of assessing children and we make sure that we provide the education as indicated by the many many other stakeholders that we go through. Now apart from that, we have adults that cannot learn, we have opened a distance learning file, we also have their records. We’re also bringing them back in school, they were out of school and stopped learning, they cannot come in the mainstream but we create some kind of learning for them in the afternoons and evenings; we have a file for that. This is also an inclusive education program.

There is what we call, ‘catch up’, for us in detail as a Ministry they call it catch-up but for us we call it the IEP file. So, every teacher that is doing work with the child will give the report here and usually I would make a comment there so that we can also follow what is going through the teaching of children in ie. Then we have what we call SBA, School Based Assessment, now these are purely academic but there’s a report that comes to this. In practical subjects all the children are assessed and then we see how they are performing at any other point. I’ve assessments for grade 1 to grade 4, and also, we have what we call a Shungu Zone file, this is where the resource centre comes in with the information that we share.

So, basically this is what we do. Anything we do we make sure we have a file for it and we are able to use it.

**Changing teaching practice in Livingstone District**

Coordinator of District Resource centre – Livingstone District Education Office.

Learning by its own in ie, we are saying it should be participatory. So I think we are seeing our teachers when we go to check on them, the way they design their teaching, their lessons. The way they teach I think it all intells that the teachers have reformed in one or the other in the inclusive approach, which helps every child to achieve by making them part and parcel of the learning.

**Changing teaching and learning practice to improve inclusion in Luyaba.**

Head Teacher – Luyaba Primary and Secondary School

So, we have this block now, it was renovated it was an old building and after that we had to put the writings and things. We have learners also in our inclusive school, we have some learners with certain disabilities, they do not stay long in class. Therefore, we decided we put this outside to enable the learners who are outside they are also learning. So, a lot of them are there from grade 5, grade 7, they are finding this. In addition, we have the map of Zambia, it is there. They have also to come out, they do social studies from outside, they can also learn from this. So, we are working hand-in-hand with the learners and with the teachers. When the teacher is not there, you will find that these learners are also helping themselves. In grade one we are using local language, so we have also again a chart there. So that is there outside they are able to chat and say, ‘oh so this is the word’, so after learning they will come outside and then see the chart and you find that the children get interested, they will come to school, they will like the school.

So now, we will continue and go to the learning support base (LSB), where we usually prepare our materials from, that is where we hold meetings, and even if there’s any counselling or any help you would like to give to a child, we just get that child and bring and help them in this LSB. This same room, we’ll show you various methods that we are doing here.

So, when you come into this room there are some things that you would see; one this room is supposed to be used and it is used for lesson preparations, LTA’s, learning and teaching aids. So, in classrooms usually we encourage the teachers to have the talking walls so that it is this talking walls that are visible. Even when the teacher is not there a child is able to see something, a child is able to read on their own and they’re able to guide each other. So, when they’re in-class, again on the seating arrangement, we have the desks facing each other to encourage group work. When children are working in groups it is easy to get ideas from each other and you find that all the learners are participating. What we are encouraging in this school is to have all the learners present, and then they should participate and eventually achieve from what they are doing.

This is where we prepare from; the teachers will sit here and prepare the lessons. All the teaching aids are there, we even have some that are using local materials like this, some learners are preparing mats; we have these door mats. This is an empty sack, then we have some wool or odd pieces of Chitenge; children are getting skills. Some also make some slippers, there are a lot of, some activities that we do.

Then we are also seeing a bed here. This section is for physiotherapy. These children that we have, as we said we have about 17 of them who are not yet in full school activities in grade one or pre-school but there are pupils in that they have those disabilities and we’re trying to help them to do the physio’. We’re also training them in the daily living activities like toilet training, so those are coming here, those are learning how to sit, how to walk, and eventually those children will be full-time in Luyaba School. Meanwhile we are doing home-based care, we are visiting them in their homes, and we are helping the parents. We are working hand-in-hand with the parents, and then after that when we see that this one is ready for school, we put them integrate the child to be with the others. Some have got difficult challenges, like one child here has got a shunt????? So, you find sometimes she just wee wees where she is so now we are doing toilet training with the parent so that we can be ??? on time. ‘After eating, what do we do? How minutes do we take?’ and then they know the parent is almost there. This child once was taken to Lusaka, the child is removed from that hospital and put the correct one, that child will be ready now to come into the pre-school. So that’s why we’re starting as early as that, not starting at pre-school age. So that our learners, once they come for pre-school, they are ready from their homes.

So, this is the Learning Centre Base and this is for physios, otherwise this is what is happening here. Even the meetings with the SIT, we can come here; consultative meetings, we call the Headman here, what do we do? So, what is very important in rural setup is to make sure that the Chief is included, the Headmen are included, businessmen are included, even teachers, so that we can collaborate and work together as a team. If we just work as a school, you’ll find your teaching, you aim of having an inclusive school, will fail.