OVERVIEW

Implementing a systematic plan to support teacher training and coaching is a crucial part of the Impact Network eSchool 360 model. Because teacher quality is a key metric in developing high performing learners and schools, we have invested more than eight years into developing, implementing and continuously improving a model of teacher development that improves teaching and learning in rural community schools. This model for teacher development includes three main components: ongoing teacher training, frequent monitoring, and regular observation and coaching sessions.

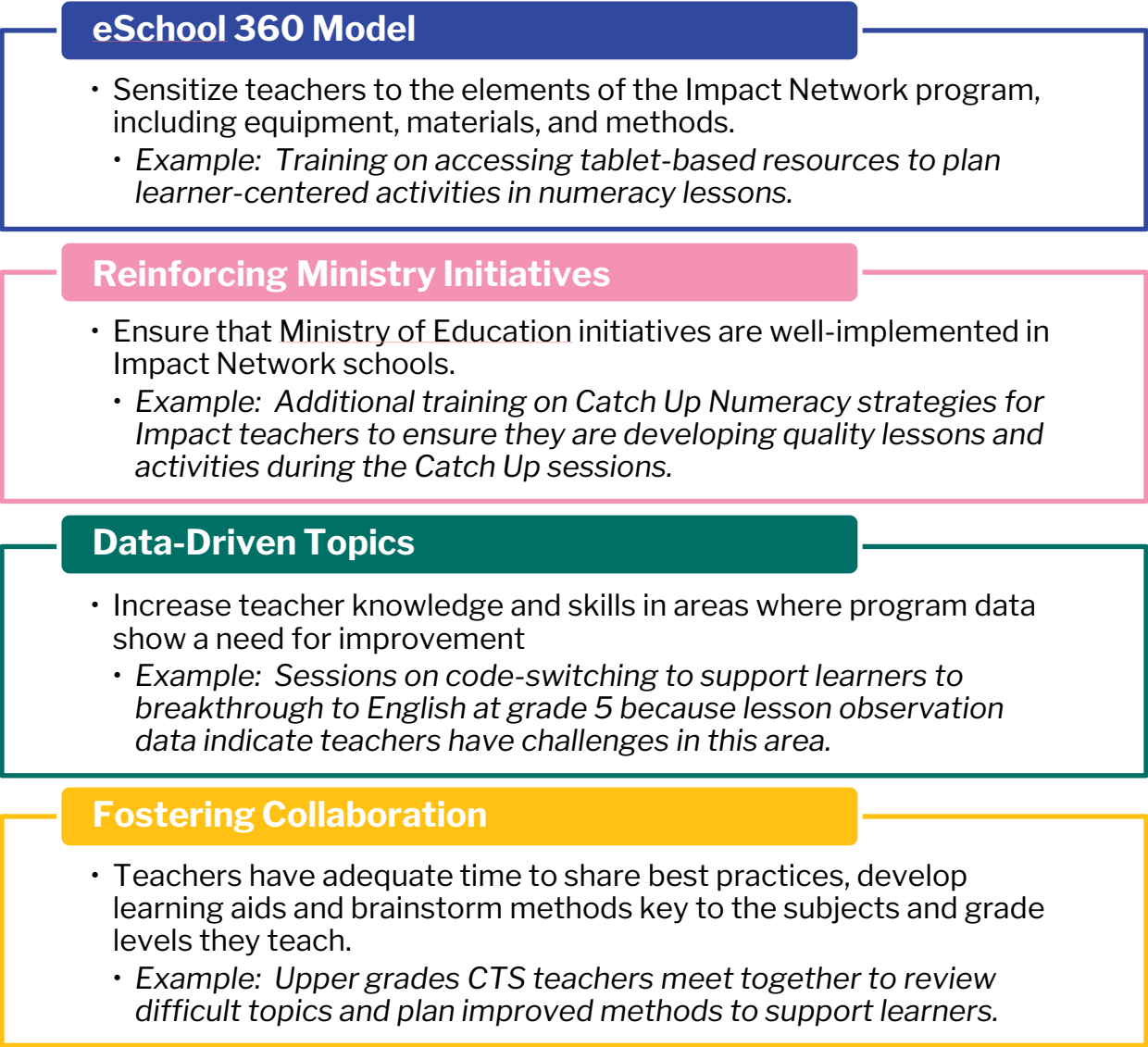## COMPONENTS OF TEACHER DEVELOPMENT

Ongoing Teacher Training

Though Impact Network teachers have completed the Zambia coursework required for community teachers, we know that high quality teachers are life-long learners who benefit from continuous training opportunities throughout their careers. For this reason, Impact Network teachers attend a minimum of 70 additional hours of training annually. Because of our commitment to maintaining learning time for all students, training events are held during term breaks or on Saturdays, to avoid disturbing classes.

Table 1. Annual Teacher Training Plan for Impact Network Teachers

ANNUAL TEACHER TRAINING PLAN		
Term 1	5-day Teacher Conference Mid-Term Teacher Training Term Wrap Up	• *1 week (5 days) prior to opening of T1* • *1-day Saturday training (Week 5-8)* • *1-day of data collection at close of T1*
Term 2	Opening of Term Training Mid-Term Teacher Training Term Wrap Up	• *1-day training prior to opening of T2* • *1-day Saturday training (Week 5-8)* • *1 day of data collection at close of T2*
Term 3	Opening of Term Training Mid-Term Teacher Training Term Wrap Up	• *1-day training prior to opening of T3* • *1-day Saturday training (Week 5-8)* • *1 day of data collection at close of T3*

Impact Network teachers always receive training specific to the eSchool 360 model and additional training on key Ministry of Education initiatives. In addition, we develop training sessions based on needs observed through analysis of our program and we facilitate training sessions which are teacher-led and allow for sharing of best practices. The chart below outlines the four major elements of teacher training at Impact Network schools.

Figure 1. Elements of Training for Impact Network Teachers

eSchool 360 Model

- Sensitize teachers to the elements of the Impact Network program, including equipment, materials, and methods.
  - *Example: Training on accessing tablet-based resources to plan learner-centered activities in numeracy lessons.*

Reinforcing Ministry Initiatives

- Ensure that Ministry of Education initiatives are well-implemented in Impact Network schools.
  - *Example: Additional training on Catch Up Numeracy strategies for Impact teachers to ensure they are developing quality lessons and activities during the Catch Up sessions.*

Data-Driven Topics

- Increase teacher knowledge and skills in areas where program data show a need for improvement
  - *Example: Sessions on code-switching to support learners to breakthrough to English at grade 5 because lesson observation data indicate teachers have challenges in this area.*

Fostering Collaboration

- Teachers have adequate time to share best practices, develop learning aids and brainstorm methods key to the subjects and grade levels they teach.
  - *Example: Upper grades CTS teachers meet together to review difficult topics and plan improved methods to support learners.*

Frequent School Monitoring

Throughout each term, Impact Network leaders monitor teacher attendance, collect data such as student attendance, examine teacher files, and observe classes at assigned schools. The monitoring gives an overall picture of how the school is functioning and highlights the successes and challenges at each school. These Impact Network staff conducting the monitoring typically support 20 – 30 teachers across five to ten different schools located within the same district. Despite the rural and remote locations of the schools, each Impact Network school is visited by an academic leader an average of seven to eight times during the thirteen-week term.

These visits are unannounced and increase accountability for staff at these schools; they also create regular and meaningful contact between monitors and teachers creating opportunities for managers to be aware of challenges faced by teachers and provide guidance to the teacher and brief other Impact Network leaders or ministry partners.

Regular Lesson Observation & Coaching Sessions

In addition to school monitoring visits, Impact Network teachers get another layer of feedback and support through focused lesson observation and coaching. Using a Lesson Observation Matrix aligned to the eSchool 360 model, Impact Network leaders observe lessons and note areas of success and challenge for each individual teacher.

Table 2. Number of Lesson Observations and Coaching Session in Term 1, 2022

District:	# of Schools:	# of Teachers:	No of Observations & Coaching Sessions per Week:												Total
			1	2	3	4	5	6	7	8	9	10	11	12	
Lusangazi	8	24		6	10	10		10	17	24	15	22	9	4	127
Petauke	8	24	6	14	11	11		9	12	12	12	12	3	4	106
Sinda	9	31	8	13	25	27	3	11	13	14	15	20	18	6	173
Katete	13	118	9	34	38	62	27	55	46	60	67	66	79	22	565
Total	38	197	23	67	84	110	30	85	88	110	109	120	109	32	971

Observations are always followed by 20 minute coaching sessions (held during break or after classes) in which teachers are encouraged to self-identify strengths and challenges from the lesson, isolate areas for improvement, and set goals for future lessons. Teachers engage in these observation and coaching sessions a minimum of once every 2-3 weeks during each term. This ongoing dialogue

between the teacher and Impact Network leader creates opportunities for each teacher, novice or experienced, to continuously improve. Table 2 shows the number of lesson observation and coaching sessions conducted at Impact Network schools in Term 1, 2022.

All lesson observations are documented in a computer-based system and the results are reviewed on a weekly basis by Impact Network leadership. Lesson observation data is used to improve programing and plan teacher training activities. An example of one of the summary tables used to review the lesson observation data is included in Table 3. This table shows the average scores on each category of the matrix across all teachers observed in specific weeks, with red cells highlighting areas of concern.

Table 3. Lesson Observation Summary for Term 1, 2022 Weeks 1 – 5

MATRIX SCORES	Week: 1	2	3	4	5
1.A - Lesson Plan and Curriculum Map	74%	70%	74%	76%	76%
1.B - Lesson Modification	73%	71%	74%	74%	75%
1.C - Lesson Evaluation	65%	66%	67%	66%	65%
2.A - Introducing Lesson and Objectives	73%	74%	74%	74%	84%
2.B - Main Body + Group Activities	69%	71%	74%	73%	76%
2.C - Time Management	73%	71%	70%	71%	76%
2.D - Classroom Presence	76%	78%	82%	79%	75%
2.E - Classroom Control	74%	76%	74%	74%	72%
3.A - Subject Knowledge + Main Ideas	76%	75%	77%	79%	79%
3.B - Questions	73%	69%	70%	70%	72%
3.C - Explanations and Examples	73%	73%	75%	74%	75%
3.D - Language	76%	78%	78%	80%	72%
4.A - Differentiated Support	64%	69%	68%	71%	72%
4.B - Fun and Creativity	65%	66%	71%	69%	72%
4.C - Encouragement and Feedback	68%	73%	72%	72%	72%
4.D - Lesson Conclusion + Assessment	73%	66%	67%	68%	69%
5.A - Preparation and Set up of Resources	69%	66%	65%	68%	74%
5.B - Instructions	71%	70%	73%	73%	75%
5.C - Technology and Resource Uses	66%	65%	63%	67%	72%
5.D - Classroom Set-up	64%	64%	61%	68%	71%
6. A -Attention	83%	79%	78%	75%	75%
6.B - Follow Instructions	73%	74%	73%	75%	75%
6.C - Peer Interaction	61%	67%	63%	65%	69%
6.D - Student progress	70%	69%	71%	72%	74%
TOTAL	71%	71%	71%	72%	74%

WHAT IS NEXT?

The demands and requirements for community teachers is ever-changing and the Zambian education system grows and expands. We will continue to adapt and change our teacher training and support programs to meet the needs identified internally through our data and outcomes and adjust to support new initiatives and requirements enacted by our government partners. As always, we will continue to implement programs, reflect on the outcomes, and improve.