

**BEYOND THE ORDINARY PEDAGOGY:
Focus on the Development of Love, Care
and Belief in the Early Childhood Teacher
Training in Zambia.**

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Population of Zambia

- Zambia's 2016 population was projected at
- **16,452,896 million (CSO, 2010)**
- Male-8,247,413
- Female-8,205,483
- Age of the population
- v **46.7% (7,682,844)- under 15 years**
- v **50.8% (8,359,552)- between 15 and 64 years**
- v **2.5% (410,500)- 65 years and above**

The history of ECE in Zambia

- Before 2011: ECE in private education
- ECE was generally run by private institutions with a varied approach where each providing institution ran ECE dependant on their philosophy.
- Some private institutions had program with a duration of a minimum of six(6) months while others to as much as two years(2)

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- Only two(2) public institutions had provision for training of pre-school teachers then that is DALICE and KICE
- No public schools were available for ECE implying that most of these graduates from these two(2) colleges would join private school or if they joined government they would be asked to teach lower primary.
- There was literary no further progression within the field forcing other people to deviate to primary or secondary teaching.

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- Examination for the two institutions were under ECZ(Local examining body) as an examining body whilst the private had their own affiliation
- From (vi) we draw that there existed differences in the development of an ECE teacher.

Since 2011 ECE rolled out in all teacher training colleges with

- Development of common curriculum
- 3-year diploma programme with uniform syllabi for all colleges
- Using a common syllabus under one common examining body
- Capacity building of teacher educators in public institutions has continued though little is heard of in private institutions.

History contd

- Currently both public and private teacher education colleges are examined by the same body.
- One public university has begun a degree programme in ECE to provide a career path way for ECE teachers at diploma level

Teacher Education information and facts

Number of colleges for ECE

- 8 public colleges of education offer a 3 year diploma in ECE
- On average there are 35 students per intake in a public college of education
- Females dominate in number of students in ECE
- Most of the students in ECE are from a humble background and as such have challenges in meeting the need for school.

Teacher Education information and facts

- **Internship/ school practice for ECE students:**
- School teaching practise takes place twice during the student's three(3) year stay
- In the **second term** of their **second year**. This is carried out within the region for easy follow up to students for appropriate mentorship
- In the **first term** of **their third year**. This is done back in their homes were they come from. This on one hand help develop among community members appreciate education for the young ones. Besides it acts as force of motivation among the poor communities.

CHALLENGES OF THE VUNERABLE STUDENTS

- High poverty levels mostly among rural communities (reliance on agrarian sector)
- Many child headed homes due to the HIV/AIDS pandemic- some act as breadwinners- hence too much responsibility at the expense of school.
- Whilst the education system at early age is free there still exist some other requirement which act more like bottle necks to upward movement
- Lack of food as well as inappropriate kind of food when it is available
- Proximity to schools Overcrowded classes, hence a challenge by most teachers to adequately attend to the needs of children.

contd

- Teaching profession training being cheap comparatively has attracted a good number of people which in turn has affected the quality of people recruited as teachers.
- School drop outs mostly with girls in preference to marriage-
uneducated mother implies a disadvantages to born children
- Still the number of teachers of ECE in the field is seriously low
- inadequate qualified staff in ECE both in school and TT
- negative perception about ECE still viewed as inferior by virtue of one teaching at this level implies some weakness on their part, thanks the Govt that it has improved the status by ensuring equal pay to the same qualification
- The development of necessary material is still serious challenge.

INSPIRATION PRACTICES

- **Cross- Cutting Issues**
- Description of cross-cutting issues
- The government recognises the need to prepare our student for the day to day life of people by introducing in the curriculum what we call **cross-cutting issues** such as poverty, HIV/AIDS, Entrepreneurship, good governance, gender matters including democracy and many others.
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- Issues of national concern which affect people(democracy, good governance, gender, poverty, life skills(literacy and Numeracy) financial education , entrepreneurship education, health and nutrition

contd

- We realize the implication of the cross-cutting issues on teaching and learning and as such we have a strong demand to prepare our students for such tasks.
- Vulnerable with emphasis on cross-cutting issues which are integrated in all the teaching subjects – mention poverty, environmental issues, democracy and governance, gender.
- Emphasis on new programme such as entrepreneurship, financial studies as well as ICT as tools that can help the vulnerable group uplift their status

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- An integration of crossing cutting issues in all teaching subject is one point where students are assisted in coping up with challenges

entrepreneurship

- Through entrepreneurship/financial education students are equipped with appropriate tools and life survival skills
- Has potential to make a difference to people's lives and to the economy, teachers need to encourage learners to think about creating their own business opportunities as well as manage their finances

gender

- Gender also emphasizes the need to ensure we enhance education for girls which ultimately translate in to the well-being of a family hence fertile ground for education and learning. Other corporation partners such CAMFED are helping girls with school.
- Determined to eliminate stereotyping.

Life skills

- Life skills(literacy and numeracy)- considerable number of children have very low achievement in both areas. Language is crucial for learning in every subject(trs have the responsibility developing learners' literacy and language ability). Numeracy is crucial for the day to day life i.e personal and working lives

Vulnerable students

Introduction-

- Cannot afford school fees
- No one to support their education
- Have to find their means by themselves to facilitate schooling
- In some cases they are bread winners as well hence divided attention

Attention to vulnerable students

- Tutorial times which a class has per week is one opportune time where lecturers with students chat on social matters their day to day challenges academic problems. Some students may not be free to express themselves during such times, but we further find for them individual time to discuss and be able to find means or solution to their problems.
- Some cases could be extreme and in such case the students concerned are recommended for college assistance in form of work-study

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- Other students are assisted by some lecturers who sometimes give these students some piece of work in exchange for money to pay for their school fees and acquisition of personal requirements.
- Some colleges of education (public) have gone further to identify young people among the vulnerable communities, enrol them in college and facilitate thereafter their
- deployment to the same communities and as such they form a point of reference and a source of inspiration to the children

ROLE OF THE TEACHER

Introduction

- **Teachers** have a very significant role to play towards the education of learners, teachers educators need to prepare students for such tasks

Use of low cost materials

- Use of low cost material have an impact on learning in the sense that it brings meaning closer to life of the learner since the material used is what the learner lives with play with making learning more meaningful.
- It provides an initiative to a student teacher on how best students can use their surrounding and extract from it value.
- It actually does not need spending

Home visits

- Second school teaching experience is designed to ensure students go back to their homes as this provides a motivative drive for the children in a particular community where he/she is coming from
- Teacher develop a deep understanding of their learner's needs, challenges and as such provide a responsive attention. E.g significance of healthy and nutrition
- Helps in identifying learners problems

Teachers are a role model more particularly in rural set up.

- Role of teachers in the community varies depending on the social status, as those from vulnerable groups have a high view of the teacher social status and as such play an important role in the child's development process

Organization of open days

- Provides an another opportunity to come into contact with parents and parents are able to seek clarity about their children as well as if possible provide necessary support

BIOGRAPHY

- I am third in the family of eight (8) i.e. 7 male and a female who happens to be the last born.
- My late father was a primary school teacher who retired as a head teacher and mum was not in formal employment, though she was a secretary by profession.
- Strict parenting
- Generally I didn't attend any formal and organised early childhood education,
- the only form of ECE I can claim is in form of catechism
- that my father was a teacher, I simply always followed to his class and sat under his table

contd

- did tasks like any other learner in the then class 1, but I would get exhausted and sleep right in class.
- I went through various many primary schools due transfers of my parent teacher.
- I had a very memorable time during my first four early grades, though at that time I didn't accept it. (my teacher always passed my home on coming to school and she would always want to know whether I had my lunch of which if not she would send me back home to eat) This implied the need for the wellbeing of one to necessitate learning.

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- I attended a boarding secondary school (8-12)
- Attended a public school on the basis that they were affordable

challenges

- Being a head teacher's son was a problem in itself because the people around expected exemplary behaviour, meaning i didn't live my life as a child but with a lot of caution, no exploration, discovery most especially that we lived within the school premises.
- The number of us as children in a family, provision of school needs was not that adequate.
- Transfers impede my smooth learning due to lack of consistency.

Strengths

- School was within reach, hence no stress about distance to school
- Exposure to educational resource.
- Health and nutrition were good
- Able to meet school requirements during the primary school age
- During tertiary learning fees for school were very low and as such parents were able to pay for me without any challenge, moreover as student teachers we had an upkeep allowance

Importance of education

- Generally removed barriers for personal growth
- Enhances and improves well being of an individual as well as family and community
- Were necessary some form of plough back to the community
- Develops an understanding and desire to see other have that kind of education ultimately most especially the children.

contd

- The fruits of education are observed also in the kind of life around the people around-parents etc
- Independence amongst the members of the family whenever they are educated as they would be able to make their own lives

Good teacher

- One who understands his/her learners holistically, attend as much as possible to the needs of his/her learners
- Helps his learners find solutions to his/her problems
- Wants to see that his/her learners grow fully as human beings who can contribute fully to the well being of oneself as well as one's surrounding.

contd

- My lower primary school teacher was a good teacher because she cared for her learners.
- One who does not only end with academics but goes a mile further to see the other side of the learner's lives (I was really attached to her)
- Also was my Mathematics Lecturer who always called me after my vacation to find out about my welfare

Bad teacher

- Ends with academics
- Does not mind what happens thereafter, what is crucial are merely grades and not how these grades are attained
- Social welfare of the learners is none of his business

TAKE HOME MESSAGE

- Other students will never be open to explain their vulnerability, and as such it requires some expertise on part of teacher educator to identify these, for example as an educator and group tutor or probably a hostel tutor you find time outside learning time were you chat freely with some of the students to enable them feel free with you and this will give them confidence to talk about themselves. We encourage our student too to have time for their would-be learners

Examples

- Some learners will have a tendency of coming late to class
- Dozing and sleeping whilst teaching
- Absenteeism
- Untidiness, nature of clothes
- General well-being



**“Vulnerability cannot be
barrier”**



Thank you