

Curriculum Description

Primary Diploma

Overview

The programme is 3 years in duration through a practice based mode of delivery. The first two years are full time theory years, alongside the practice based training. The third year will be a supported year as a class teacher on a reduced timetable with full support from a mentor. Criteria for selection is based on a good grade 12 certificate with a minimum of 3 merits in English, Maths and Science.

All trainees are attached to a class and are mentored by an experienced teacher who is a degree holder. Trainees attend regular pedagogy sessions each week on pedagogical issues from the curriculum and lecture programmes during school holidays.

The curriculum is a mixture of the Zambian Primary Diploma with additional material from the UK 3 year BEd programme. Trainees have sessions on Educational philosophy, psychology and sociology, professional studies and subject based sessions.

Mentoring

The key to the success of the programme is the role of the mentor with the trainee. Trainees begin with observations and gradually with time begin to take small groups or whole classes for teaching sessions. A complete series of meetings and planning sessions are undertaken throughout each term to ensure that trainees are made fully aware of the impact of their training sessions, the observations and targets set by mentors on their own practice in the classroom.

Teaching experience

Every year trainees spend time in local government schools and in different Educore schools to build up their level of expertise. In their final year they complete a 6 week teaching practice in schools around Zambia.

Assessment

Portfolio of Evidence

The portfolio of evidence is worth 50% of the final assessment grade for Primary Diploma trainees. It forms a large part of the assessments required to complete the North Rise University Primary Teachers Diploma. At the end of the final year, trainees will have compiled a Portfolio of Evidence, containing, lesson observations, lesson plans, interview outcomes, mentor and teacher training coordinator reports, Head teacher reports from practice schools, examples of students work, evidence of trial observations, and any other evidence to support the implementation of learnt behaviours, techniques and reflections from the course.

Research Project

The project makes up 20% of the final assessment.

After completing research skills modules during a 1 week residential experience in August of their final year, trainees will conduct a research project. The length of the subsequent report based on their research will be 4 000 words. The choice of topic is up to the trainee.

Coursework assignments (Continuous assessment throughout the year)

Continuous assessment assignments will make up the final 30% of the qualification.

During each residential there will be set assignments related to Education Studies, Professional Studies and Curriculum Studies. Each year there will be a series of assignments related to different aspects of the pedagogy lecture programme.

Formative assessment

In keeping with our emphasis on assessment for learning the expectation is that lecturers and presenters will conduct various strategies within their lectures to this effect with the trainees. Whilst they will not be formally assessed during these sessions any students who continually fail to conduct activities

successfully or who do not complete small tasks to a given standard during the sessions, given by the presenter/lecturer, will subsequently be deemed to be a Cause for Concern and will therefore undergo further training before being considered for successful completion of their diploma.

Review Sessions

These take place termly and yearly to ensure that trainees are keeping up to speed with all assessments and making progress in the classroom.

Secondary Post Graduate Diploma

Overview

To enrol for the Educore Post Graduate diploma in Teaching and Learning, graduates must demonstrate a good degree in a maths or science related discipline. Graduates are assigned to either the maths or science departments in secondary schools within the group. They follow a two year programme made up as follows:

1. Attendance at a series of pedagogy sessions throughout the year covering aspects of educational philosophy, psychology and sociology, combined with subject based lectures on the teaching methodology of their chosen subject
2. Attendance at a residential session to complete a research project
3. Assigned to up to 4 classes in different phases of secondary school, from year 7 through to year 12.
4. On employment as an NQT in either an educore school or other schools in Zambia, they will work under close supervision from the head of department on 60% timetable.

Mentoring

The key to the success of the programme is the role of the mentor with the trainee. Trainees begin with observations and gradually with time begin to take small groups or whole classes for teaching sessions. A complete series of meetings and planning sessions are undertaken throughout each term to ensure that trainees are made fully aware of the impact of their training sessions, the observations and targets set by mentors on their own practice in the classroom.

Teaching experience

Every year trainees spend time in local government schools and in different Educore schools to build up their level of expertise. It is expected that graduates will take classes in different key stages and phases within the secondary departments. They will complete a 6 week placement in secondary schools around Zambia in the final term of their training.

Assessment

Portfolio of Evidence

The portfolio of evidence is worth 50% of the final assessment grade for graduate trainees. It forms the greater part of the assessments required to complete the North Rise University Post Graduate Diploma in Learning and Teaching. At the end of the first year graduate trainees will have compiled a Portfolio of Evidence, containing, lesson observations, lesson plans, interview outcomes, mentor and teacher training coordinator reports, Head teacher reports from practice schools, examples of students work, evidence of triad observations, and any other evidence to support the implementation of learnt behaviours, techniques and reflections from the course.

Research Project

The project makes up 20% of the final assessment.

After completing research skills modules during a one week residential experience in August, trainees will conduct a research project. The length of the subsequent report based on their research will be 3000 words. The choice of topic is up to the trainee.

Coursework assignments (Continuous assessment throughout the year)

The assignments completed throughout the year will make up 30% of the final assessment.

Each trainee will complete several assignments each based on different aspects of pedagogy covered throughout the term. At least one of which will be a subject based assignment covering issues related to the pedagogy of their chosen subject.

Formative assessment

In keeping with our emphasis on assessment for learning the expectation is that lecturers and presenters will conduct various strategies within their lectures to this effect with the trainees. Whilst they will not be formally assessed during these sessions any students who continually fail to conduct activities successfully or who do not complete small tasks to a given standard during the sessions, given by the presenter/lecturer, will subsequently be deemed to be a Cause for Concern and will therefore undergo further training before being considered for successful completion of their diploma.

On successful completion of the above, trainees will move into the second year.

Review Sessions

These take place termly and yearly to ensure that trainees are keeping up to speed with all assessments and making progress in the classroom.