

Internships in VVOB programmes 2020

**Title: Early Education Duo-Internship:
Teaching at the Right Level (TaRL), Zambia Artevelde.**

Summary of the internship

- In deze duo-stage werken de stagiairs als onderwijzers binnen het TaRL project dat lagere school kinderen groepeerd in niveau groepen voor geletterdheid en Wiskundu om hun noden te ontmoeten zodat ze na afloop van een bepaalde periode terug meekunnen in hun gewone klas groep.
- Bachelor kleuteronderwijs en een bachelor lager onderwijs, eventueel met een specialisatie inclusief onderwijs
- Goede kennis Engels noodzakelijk
- Stagiair neemt initiatief en kan zelfstandig werken
- Minimum 3 maanden

1. Location

Country	ZAMBIA
Town	CHIPATA
Partner / Institute	TaRL project (Teaching at the Right Level) ministry structures bigger primary school involved in the project (likely in Chipata).
Department	Primary Education

2. Period

A maximum of 90 days, three months, depending on the requirements of the Belgian University-College.

Arrival in January and leaving early April seems to fit best in both the Belgian and Zambian school calendars. Teaching will not be possible from 9 April to 11 May, nor during the months of August and December (school holidays).

This internship could also take place between August and December if preferred.

3. Terms of Reference

Objectives of the Traineeship	The objective of this internship is to support the teachers and the VVOB district coordinator, as well as the VVOB/J-PAL Lusaka team in teaching Literacy and Numeracy using the Teaching at the Right Level methodology and integrating variations and other materials within this methodology. This duo-internship ideally requires 2 primary student teachers.
Expected Results	<ul style="list-style-type: none"> • Working from the Zambian Curriculum, the TaRL-methodology and the strengths already present at the schools. The students share experiences and skills with the level group teachers of a bigger primary school and the VVOB district coordinator and the VVOB/J-PAL Lusaka team. • Students will <ul style="list-style-type: none"> ○ Trial and develop variations on existing interactive TaRL activities as well as relevant additional low cost materials for several level or pace groups based on

	<p>observed needs for literacy and Numeracy.</p> <ul style="list-style-type: none"> ○ Note down their successful activities and additional materials to create an addendum to the TaRL manual ○ Support training of other teachers on these activities and materials <p>• The students are expected to cover 2 or 3 level groups within their internship.</p>			
Planned activities and time frame	Activity	M1	M2	M3
	Orientation at VVOB Office on: <ul style="list-style-type: none"> - The TaRL project and approach to literacy and numeracy - The primary grades curricula/ syllabi - The TaRL instruments for follow up 	V		
	Orientation by District coordinator on: <ul style="list-style-type: none"> - TaRL in the district - The school's learning environment Introduction to: <ul style="list-style-type: none"> - the ministry structures - the school 	V		
	<u>Basic level group</u>			
	Observation of TaRL lessons	V		
	Help to implement the different TaRL interactive activities.	V		
	Dialogue with the teacher on: <ul style="list-style-type: none"> - Observations on the learners' individual progress - Learners' involvement and possibly observed difficulties. These discussions should form the basis to think together with the teachers about differentiated approaches.	V		
	Collaborate with the teacher (and sometimes the district coordinator) to invent and trial some literacy and numeracy variations on existing activities as well as relevant additional low cost materials to increase learner involvement and to help learner's transition from one concept to another in a systematic way. Planning is done as a team involving both level group teachers and both students.	V		
	Co-teach with the level teacher. (teaching is done in local language) to trial the developed literacy and numeracy activities and low cost materials.	V		
	Refine the variations of the activities and invented materials through discussion with the teacher based on the experience and observation during the trial.	V		
Write down successful interventions in a structured way in line with the existing manual thus creating an addendum to this manual.	V			
Discuss, develop and try out techniques and tools to support assessment in Literacy and	V			

	Numeracy			
	Take part in discussions among teachers regarding learners progressing from one TaRL level to the next.	V		
	Use gender responsive pedagogy. For example ensure all learners are equally involved and stimulated.	V	V	V
	Repeat the same in different level groups		V	V
	Collaborate with the teachers and the district coordinator to plan for a training of other teachers in the district on the additional activities and materials which were developed. If time allows students also help to facilitate this training.			V
	Develop an awareness raising activity on equity (to implement after return to Flanders)		V	V
	Share addendum to the manual with the host school, district coordinator and VVOB office. Debrief on internship through written records, pictures, videos.			V
Equity component of internship	The internship has a specific focus on strengthening differentiation to accommodate all learners needs and to increase involvement in addition to the use of gender responsive pedagogy.			

4. Support

Working environment	The internship will take place in Chipata Eastern Province, Zambia. The students will be in a bigger primary school where there are 2 groups of each TaRL level. There will likely be a high number of learners per group. The students will work on the same level but in different groups. Five mornings or afternoons per week will be spent in class. This duo-internship ideally requires 2 primary school student teachers.
Position in the program/institution	Support to VVOB/J-PAL district coordinators, collaborate with selected teachers
Name Supervisor	The main supervisor is the VVOB district coordinator. There will also be support from someone from the Lusaka team and someone of the in-service structures in Chipata involved with TaRL. The level group teacher will also mentor the students.

5. Minimum requirements

Expertise	<ul style="list-style-type: none"> Well versed in the practical realisation of teaching Literacy and Numeracy Creative and with a passion for innovation. Open-minded, curious and non-judgemental. Expertise and particular interest in remedial lessons making and using low cost learning materials.
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	<ul style="list-style-type: none"> Keen interest in other cultures and respect for diversity Able to work independently as well as part of a team.
Profile	<ul style="list-style-type: none"> Bachelor of Primary Education
Required / Preferred preparation	<ul style="list-style-type: none"> Practise speaking English Attend preparation sessions organised by VVOB Read a bit about the history and culture of Zambia Study the challenges of primary education, foundational numeracy and literacy development in developing countries. Study gender-related inequalities and vulnerabilities; and gender in education in Zambia. Collect interesting lesson materials on teaching large class groups, low-cost and zero cost teaching materials using recycling materials, Read through the TaRL manuals for literacy and Numeracy, the primary numeracy and literacy frameworks and the GRP4ECE manual Read the “vertrekkers’ Gids” made by VVOB
Duo-attachment possible?	Only duo-attachment accepted. The students do not need to know each other beforehand.
Preferential or reserved attachment	Artevelde Hogeschool

6. Working conditions

Workload	5 mornings or afternoons per week will be spent in the school; the remaining half day when not teaching can be used for preparation of materials, documentation of successful activities as part of the manual addendum, development of awareness raising activity on equity in Flanders. VVOB normally expects that the students are at least 45 (half)days in class.
Leave days / days off	Public holidays and weekends. Leave (1 week) is preferably taken during school holidays. Some students choose to spread out their 1 week leave and their time for the development of the awareness raising activity on equity in Flanders across the internship and thus teach 4 half days instead of 5. Students have to fulfil required number of internship days for their university/college
Required language skills	English
Transport	Students will be based in Chipata and will have to take public transport / local taxi to the schools they are assigned to. There are lots of bicycles in Chipata.
Possibilities accommodation	Private or duo shared accommodation: (rent a room in a Lodge in the centre of town or rent a small _sometimes unfurnished_ house)
Estimated general costs	€ 20 per day for meals; € 200-300 per month accommodation (depends on sharing); € 5 to 10 per day public transport/taxi. Students in 2019 reported spending less than the above amounts, especially by sharing accommodation.