

EDUCATORS SHAPING FUTURES

A Global Knowledge Exchange on Teacher Preparation and Development



PLENARY SESSION

Educators Shaping Futures: Zambia's Journey in Transforming Teacher Preparation

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WORLD BANK GROUP



International Institute
for Capacity Building
in Africa



LEARNING SYSTEMS INSTITUTE
FLORIDA STATE UNIVERSITY



Preamble



“A good teacher is not a product of chance. He is a product of good education both academically and professionally ... this among other things, implies that those who educate and train our teachers must themselves be highly competent and of superior quality”

(MoE, 1977:70).

Staff Development Fellowship Period (2010–2011)



1. Started participating in Teacher Education at the University of Zambia as a Trainee Lecturer mainly focusing on English and Zambian Languages Teaching
 2. Studying Master of Education in Literacy and Learning Programme developed in 2009
 3. Asked to participate in teaching on the Primary Teachers Degree Programme as part of training
 4. Observed striking similarities between the Primary Degree and Secondary school English Language Degree Curriculum.
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Experiences as a Teacher Educator at UNZA and External Moderator at Colleges of Education in Zambia (2012-2019)



1. Primary Teachers Diploma curriculum more linguistic
2. Moderated examination papers:
 - Pedagogy meant methods from Grammar Translation to Eclectic Teaching
 - Content involved levels of linguistic analysis – with literacy policies
 - Little attention to literacy (Reading and Writing) instruction
3. Morphological analysis
4. Phonetic and phonological analysis
5. Was asked to moderate Teaching Practice in one College – Student not allowed to Teach Literacy during placement on account that they couldn't teach Literacy and Language

Understanding Teacher Education from Research and Supervising Postgraduate Students who are Teacher Educators



Gwen Mutolwa. 2019. "Lecturers' Preparedness to Train Teachers of Language and Literacy in Selected Colleges of Education." M. Ed Dissertation. University of Zambia.

Banda, F., and D. S. Mwanza. 2020. "The Idea was that Those who were Trained Needed to Teach Others: Critical Reflections on the 2014 Zambian Language of Initial Literacy Policy Change." In A. Abdelhay., B. S. Makoni, and C. G. Severo (Eds.), *Language Planning and Policy: Ideologies, Ethnicities and Semiotic Spaces of Power*. 125-154. Cambridge: Cambridge Scholars Publishing.

Knowledge to Action: USAID Transforming Teacher Education in Zambia (2020-2025).



1. Baseline study showed lack of preparedness of teacher educators and lack of teaching resources

2. Intervention Involved:

- a) Training all Teacher Educators of Literacy and Language over a period (Foundational Literacy Course)
- b) Writing 6 Modules covering syllabus content and added relevant content outside syllabus

Observations & Experiences during Module Writing and Training



1. Teacher educators transforming from language teachers to reading instructors (participatory writing and learning through practical activities)
2. Decolonizing minds towards multilingual language practices (resistance, “acceptance”, practice).

Turning Knowledge from Project Training into Formal Qualifications



Observations of Teacher Educators after Training 2023 to date



1. Majority of teacher educators teaching student teachers correctly and appropriately (limited by curriculum)
 2. Examination papers integrated literacy content (limited by the curriculum)
 3. Teacher education curriculum reviewed in September, 2025 by graduates of the Foundational literacy course (appropriate content integrated).
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Positionality and Mobility Advantage



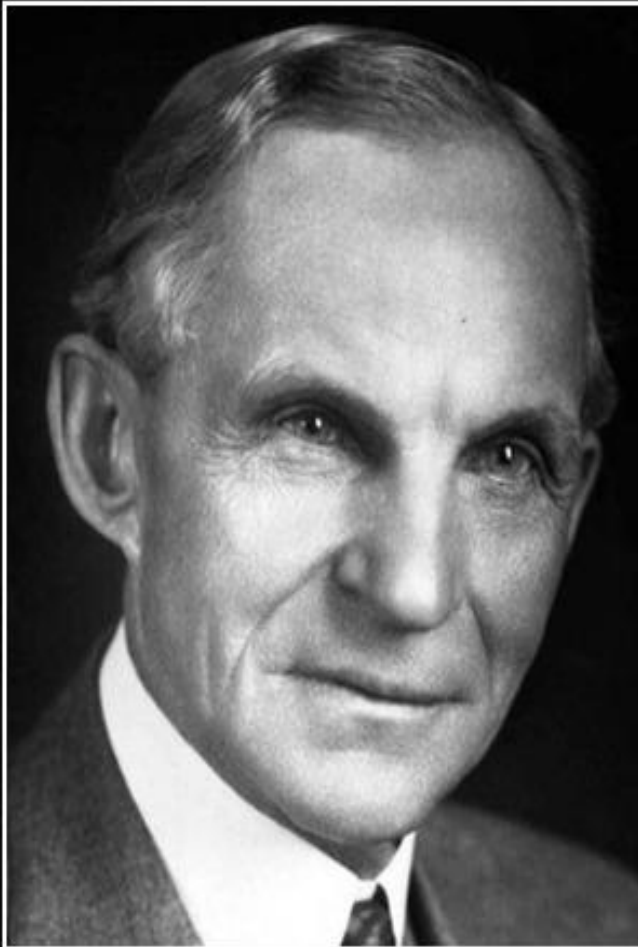
1. Petronella Samutete – Assistant Director, DCD
2. Mukanu Kapalangoma – Principal Curriculum Specialist
3. Stephen Moyo – Curriculum Development Specialist – English
4. Francis Lubunda Curriculum Development Specialist – Bemba
5. Charles Zuze – Curriculum Development Specialist- Luvale
6. Mooto – Curriculum Development Specialist – Silozi
7. Gwen Mutolwa – Vice College Principal
8. Fridah Mwebela – University Lecturer from Kasama College
9. Lola Kaniki – Teacher Education & Specialised Services

Way Forward



1. Continued mentorship through CPDs especially in view of the newly appointed teacher educators who did not undergo training (Mungalu, R & D. S. Mwanza follow up study in one university).
2. In view of the recently revised Teacher Education Curriculum, need for follow-up - implementation and teacher education practices
3. Similar interventions in other subject areas and private colleges of education
4. Strong policy guidelines for private colleges of education.

Conclusion



Anyone who stops learning is old —
whether this happens at twenty or
at eighty. Anyone who keeps on
learning not only remains young but
becomes constantly more valuable
— regardless of physical capacity.

— Henry Ford —

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