

Internships in VVOB programmes 2024

Partnering with ECE teachers to create enabling classroom environments for play-based learning

Summary of the internship

The IT'S PLAY (Improving Teaching Skills on Playful Learning for Africa's Youngest) project is aimed at strengthening LtP in Early Childhood Education (ECE) by introducing playful learning for emergent literacy. Not only does such an approach tap into the motivation of teachers, parents and other stakeholders to see children advance in literacy from an early age, it also provides a clear focus and hands-on approach to build teachers play and facilitation skills. As teachers gain experience with the learning through play methodology, they are expected to use it in all ECE learning areas.

As an intern, you will work as a co-teacher to the class teacher in a preschool to support and enhance the use of the learning through play methodology for emergent literacy skills. You will do this with reference to existing and leading documents in the Zambian school system, such as the ECE syllabus, the Early Learning Development Standards for Zambia (ELDS), the Emergent Literacy Manual and the iCLAP observation tool.

Even though teaching at ECE level uses a local Zambian language, you will be able to interact easily with the children, using English and a basic set of phrases in the local language, working alongside the class teacher and (in some cases) local Zambian student teachers, who assist with translations. You will use your creativity and initiative to develop and make teaching and learning materials from low cost or no cost materials (Teaching and Learning Using Locally Available Resources or TALULAR). You will help in class management for learning through play and assess learner progress in emergent literacy using the iCLAP observation tool.

Requirements:

- Bachelor of early childhood education.
- Good knowledge of English necessary. Note that actual teaching at ECE level is done in a local Zambian language. However, by working with the class teacher and others, there should not be major communication problems.
- The interns take initiative, are creative and can work independently. The VVOB Country office is in Lusaka.
- Minimum 3 months, preferably from January to early April 2024. Note: Term 1 of school year 2024 starts on 8th January and ends on 5th of April 2024.

Planning:

- 1 week orientation by VVOB Zambia
- 9 weeks in the school
- 1 week for Support for Broadening Activity (DVA)
- 1 week off

1. Location	
Country	ZAMBIA
Town	In one of the following districts, yet to be decided : <ul style="list-style-type: none"> • Copperbelt Province: Kalalushi, Chingola, Chilalabomwe, Lufwanyama Districts
Partner / Institute	<ul style="list-style-type: none"> • VVOB • Ministry of Education (MoE)
Department	<ul style="list-style-type: none"> • VVOB – IT’S PLAY Project • MoE – Directorate of Early Childhood Education

2. Period

3 Months – January to April preferred. This is the first term of the Zambian school year.

3. Terms of Reference

Objectives of the internship	<p>The objective of the internship is to support and enhance the use of play-based, learner-centered teaching in ECE using emergent literacy as a vector to bring in Learning through Play by:</p> <ul style="list-style-type: none"> • Planning lessons with the teacher, finding a balance between whole-class teacher-led activities and group (or even individual) learning through play activities • Developing learning through play activities, especially for emergent literacy • Developing and making low cost and no-cost materials (TALULAR) • Helping to organise, use and maintain learning corners in the classroom • Helping in class management for learning through play <p>Although the main focus of the IT’S PLAY project is to introduce Learning through Play through emergent literacy, the approach should eventually be used for all learning areas of ECE: namely:</p> <ol style="list-style-type: none"> 1. Language and Literacy 2. Numeracy 3. Environment science 4. Social studies 5. Expressive art <p>As many learning through play activities provide learning opportunities in several learning areas at once, this should be used as an opportunity to introduce learning through play in other learning areas.</p>
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	<p>The intern will work with existing policy documents for Early Childhood Education:</p> <ul style="list-style-type: none"> • the ECE Syllabus • the Early Learning Development Standards (ELDS) • the Emergent Literacy manual • the iCLAP observation instrument
<p>Expected Results</p>	<ol style="list-style-type: none"> 1. Working from context and the strengths already present at the school, the interns work together with the class teachers and local student teachers on teaching practice (if present) in ECE, sharing their knowledge and skills 2. Keeping a record: <ul style="list-style-type: none"> ○ of discussions with class teachers and other student teachers (if present) on selection and planning of learning through play activities. ○ of adjustments of the learning through play activities to different learning levels present in the classroom ○ of observations using the iCLAP instrument that show ongoing progress of learners in foundational literacy skills. ○ of newly developed activities to improve foundational skills, and their implementation ○ of low-cost, or no-cost learner materials developed. ○ of main class management issues occurring and how they are handled. 3. At the end of the internship, a report must be handed over to the host school and to VVOB. This report should describe <ul style="list-style-type: none"> ○ which learning through play activities were used and how to conduct these activities and adjust for different learning levels. ○ how emergent literacy learning through play activities promote learning in other learning areas. ○ progress of learners in emergent literacy and experiences with the iCLAP observation instrument to assess emergent literacy skills. ○ low-cost materials developed and how to make and use them ○ most successful class management approaches to implement learning through play in the local context. <p>The report will provide successful learning through play activities and class management approaches that have been used successfully in the Zambian context.</p> <p>This report will be used during review of the IT'S PLAY teacher training and coaching programme and some of</p>

	the ideas may be incorporated into the programme. The report will inform future review of the ICLAP instrument.			
Planned activities and time frame	Activity	M1	M2	M3
	Orientation to the school's learning environment and the ECE syllabus	X		
	Lesson observations of the ECE teacher	X		
	Develop, try out, fine tune ideas to enhance learning through play and support the development and production of teaching and learning materials.	X	X	X
	Enhance classroom management and group work	X	X	X
	Observe learners' progress in emergent literacy skills using the iCLAP instrument	X	X	X
	Write up the report and share with host school and VVOB.			X
Equity component of internship	ECE is an opportunity for learners from low socio-economic backgrounds to get a strong foundation, especially in emergent literacy, which will benefit them during primary education and provide a better chance of successful learning.			

4. Support

Working environment	The internship will take place in public pre-primary schools of Copperbelt Provinces to be identified. Four (4) mornings and afternoons per week, leaving one (1) day for the interns to attend to their assignments and meeting up with their VVOB and MOE mentors in case of challenges.
Position in the programme / institution	The intern supports ECE teachers in the school
Name Supervisor	The VVOB Copperbelt Province Coordinator and the IT'S PLAY project coordinator will follow up the internship. In the schools, supervision is provided by the class teacher and the head teacher.

5. Minimum requirements	
Expertise	<ul style="list-style-type: none"> • Competence in designing and conducting Learning through Play activities. • Familiar with emergent literacy skills • Competence in classroom management strategies in ECE.
Profile	Student for Bachelor of Pre-primary Education <ul style="list-style-type: none"> • Fairly fluent in speaking and reading English • Takes initiative and able to work independently • Keen interest in other cultures and respect for diversity • Open-minded, curious and non-judgemental.
Required / Preferred preparation	<ul style="list-style-type: none"> • Practise speaking English • Attend preparation sessions organised by VVOB • Learn about ECE education in Zambia. • Collect interesting lesson materials on teaching emergent literacy, learning through play activities, low-cost and zero cost teaching materials using recycling materials and time & space management. • Read about the history and culture of Zambia • Read through relevant documents • Read the “Vertrekkers’ Gids” made by VVOB
Duo-attachment possible?	Yes. Students can work in different classes within the same school. Students can help each other to deal with some challenges and find some mutual support. Therefore, duo attachment is the best. The students do not need to know each other beforehand, nor do they need to study at the same university college.
Preferential or reserved attachment in the context of a Structural Partnership?	Yes HoWest University College

6. Working conditions	
Workload	Four mornings and afternoons per week.
Leave days / days off	2.5 days per month
Required language skills	English (fluent)
Transport	Car or taxi, however, it is the responsibility of interns to look for their own transport to and from the school.
Possibilities accommodation	Duo shares accommodation rent a room, or someone’s house or a lodge.
Estimated general costs	<ul style="list-style-type: none"> • About € 20 per day for meals.

	<ul style="list-style-type: none">• € 300 per month accommodation.• € 5 to 10 per day public transport/taxi. <p>Note: Students in 2020 reported spending less than the above amounts, especially by sharing accommodation. Students in 2023 reported the same.</p>
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7. Comments

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