



Ministry of General Education

# Teachers' Curriculum Implementation Guide

Guidance to enable teachers to make best use of the Zambia Education Curriculum Framework 2013



## 1. Rationale and roadmap

### Why revise the curriculum? What is the role of the teacher?

In this age of the global economy, governments around the world are revising their curricula. They are doing this in order to prepare learners for the challenges they will have to face in our rapidly changing world.

If learners are to succeed, they need to have not only knowledge but also the values, attitudes, skills and competences which will enable them to make the best use of their learning.

Zambia's curriculum has been revised to achieve this vision for its population. Teachers now face the challenge of planning and providing the daily learning experiences that contribute to achievement of the vision.

So the teacher's role is to ensure that learners become both knowledgeable and capable. This guidance document will help teachers use the revised curriculum documentation effectively and adopt successful teaching methods (pedagogical approaches).

**Figure 1. The teacher's role**



### The curriculum implementation roadmap

The roadmap in table 1 shows the stages of development and implementation of the revised curriculum.

**Table 1. The curriculum implementation roadmap**

YEAR	Stages of development and implementations
2013	<ul style="list-style-type: none"> <li>• Development of Early Childhood Education (ECE) and Grades 1, 5, 8 and 10</li> </ul>
2014	<ul style="list-style-type: none"> <li>• Implementation of ECE and Grades 1, 5, 8 and 10</li> <li>• Development of Adult Literacy and Grades 2, 6, 9 and 11</li> </ul>
2015	<ul style="list-style-type: none"> <li>• Implementation of Adult Literacy and Grades 2, 6, 9* and 11</li> <li>• Development of Grades 3, 7 and 12</li> </ul>
2016	<ul style="list-style-type: none"> <li>• Implementation of Grades 3, 7 and 12</li> <li>• Development of Grade 4</li> </ul>
2017	<ul style="list-style-type: none"> <li>• Implementation of Grade 4</li> </ul>

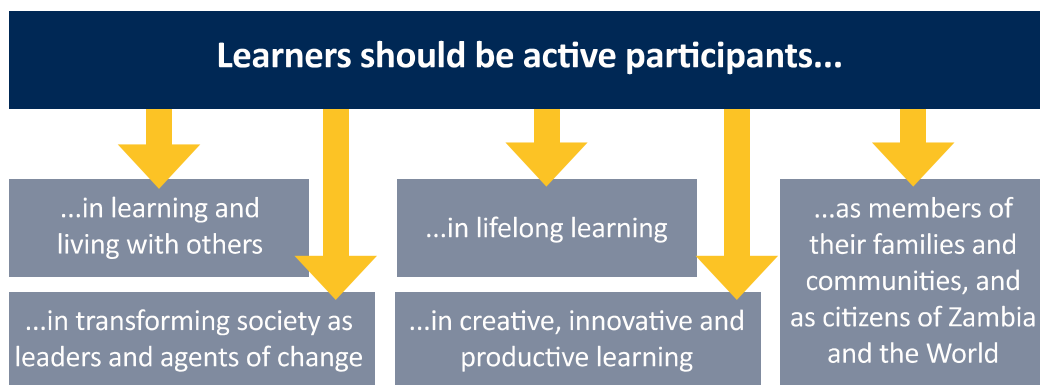
\* Grade 9 learners took the Junior Secondary School Leaving Examinations (JSSLE) for the first time in 2015.

## 2. The vision: How will the revised curriculum impact learners?

The vision for the revised curriculum is that it should make a real difference to learners both in school and in their lives. This vision is summarized in the diagram below.

Teachers should keep this vision in mind, not just in their lessons but in all of their interactions with learners so that they can contribute to the achievement of the national vision in everything they do.

Figure 2. The vision



## How can the curriculum bring about the achievement of this vision?

We have planned and designed the curriculum with this vision in mind.

Figure 3 shows the different components of the curriculum.

The **aims** set out broad learning outcomes for the curriculum. The aims have to be met if the vision is to be achieved.

The **values** are an essential element of the curriculum. The kind of society we want in Zambia depends upon learners developing appropriate values and **attitudes**.

**Competences** are very important. These are the key abilities learners need so that they can make the best use of their learning in their young and adult lives.

**Subject knowledge** is valuable for its own sake but also because skills and competences depend on knowledge. What learners know affects the quality of everything they do. The **cross-cutting issues** also provide vital knowledge that every citizen needs

There is more information about each of these components in this document. These components have all influenced the design **principles** that have been followed in developing the curriculum.

As figure 3 shows, after the curriculum has been designed, the next key factor is the quality of classroom practice. Effective teaching of the intended learning depends upon teachers and the quality of the **pedagogical approaches** that they apply in their lessons every day. As the red arrow shows, high quality pedagogical approaches will lead to the achievement of the aims.

Figure 3. Components of the curriculum

