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**Trip Reports 2014**

The Malawian Teachers visit to the UK

**Msalura linked to Swadelands**

My visit to Swadelands School was targeted at planning collaboratively a project which both schools intend to carry on in our schools. Our project is basically centered on **“Sustainable Living”**. In addition, however, I was given an opportunity to observe lessons in various subjects. I was also given an opportunity to address an assembly at the school. I also had a chance of visiting other schools such as Ashford School, High Weald Academy and Harrietsham Church of England Primary School.

During the visit to Swadelands School and all the other schools, I encountered the following:

* **Time management**
* **Use of technology when teaching**
* **Student centered approach to lessons**
* **Leadership development in students**
* **Mutual relationship between students and teachers**
* **Discipline of students**
* **Physical education in schools**
* **Assistance given to students who have individual learning problems**
* **Sharing of resources between schools**
* **Classroom management by teachers**

All these that I saw have significant, positive impact on teaching and learning. As a result, I am tempted to regard them all as the highlights of my visit to the UK because they are all interconnected in achieving progress in teaching and learning. However, **“Assistance given to students with individual learning difficulties”** caught my eye the most.

Teachers in UK feel indebted to slow learners and therefore find it necessary to organize special lessons for such. It all starts with need to identify such students quickly enough and assist them accordingly so that they too have a chance to progress in their education. I have realized the special lessons are driven by teacher’s concern the students with learning difficulties.

The concern is then translated into taking an action – arranging for individual assistance. This is what is very outstanding in UK. As a school, we have a lot of such students who if provided with this approach, can improve and be able to make a difference in their education. I am mindful that we usually have much bigger classes than in UK; however, teachers are already able to identify the slow learners. What is lacking at the moment is concern for their inability.

I hope I will be able to influence my teachers. This is the only way we can raise pass rate during national examinations. What is already imbedded in teachers here is that we rejoice when many of our learners pass; and I believe that this approach will bring more passes than we have now and therefore more joy!!!

I am glad that Starfish aims at bring a difference in the lives of our learners. I hope that my visit to the UK will help to bring a difference at my school.

**Denis Kakolo**

