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Factors affecting the implementation of the new junior secondary science curriculum in Lesotho.

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Appendix D: Curriculum developers' interview schedule

National Curriculum Development Center staff interview schedule

Thank you for agreeing to see me, and spend some of your valuable time talking to me, as part of my research. I am investigating factors which are affecting science teacher's ability to implement the new curriculum. I have had lots of contacts with teachers and noticed that they are struggling to make the changes to the new Junior Certificate Science curriculum. So I want to find out more about the new approach.

The information you give me will be of great value in helping us find our exactly what the new curriculum requires them to do, so I really appreciate your cooperation.

I would also like to record the talk so that I can capture accurate information, and I don't have to spend time taking notes, is it okay?

Research question	**Main question**	**Probing**
First establish interviewee's experience in relation to the new curriculum.	- Were you in anyway involved in the development of the new syllabus? - What exactly did you do? - For how long were you involved with the new syllabus? - Who do you think decided that the syllabus needed changing would you say influenced the development of the new syllabus? - Why do you think they find it necessary to change to the new syllabus? What do you think were their reasons for changing the syllabus? (*Why learner-centred?*)	- Was it the Ministry of Education? The community? Or the ruling government? - Where did they get the ideas for the changes?
What is meant by a "learner-centred approach" in the Junior Secondary Science curriculum in Lesotho?	- What were the changes made in the new syllabus? - In the new Junior Certificate science syllabus it is recommended that a "learner-centred approach" be used. What is meant by "learner-centred approach? - Why did the curriculum committee decide this approach should be used? What were their reasons? - The syllabus does not give a definition of "learner-	- What were teachers required to do that was different? - In what ways is it different? (*ask them to mention the features)* - What practices would you expect teachers to exhibit in a learner-centred classroom? - How do you intend teachers to find out what

	centred". How do you think this will affect teachers understanding of the new approach?	"learner-centred approach" means? - Are there documents that teachers have access to, that can help them determine the meaning of learner-centred approach? - Are there documents that give guidance to teachers on how to implement learner-centred approach? How do you make them accessible to teachers? Can I get copies? - Did you hold workshop for the existing teachers to help them understand? (*If yes)* What was covered in the workshop? Can I get copies of the workshop materials used? - How are new teachers trained so that they get the necessary knowledge?
What is meant by "activity-based" in the Junior Secondary Science curriculum in Lesotho?	- The cover pages of the recommended Lesotho Junior Secondary Science textbooks of which you were an author indicate that the course is "activity-based" and useful for promoting "learner-centred" teaching, However there is nowhere in the syllabus where "activity-based" is mentioned or defined. Why was that the case? • Could you explain to me what an "activity-based" approach means? • What do you expect teachers who are using an "activity-based" approach to do? • Why did the curriculum committee recommend this approach?	- What practices would you expect to see in an activity-based classroom? - How would you differentiate between "activity-based" and "learner-centred" approach? - Do you think they are the same? (*If so how?)* Or is one part of the other?(*explain)* - Is this different from the old syllabus? (were they not always expected to do practical work?)
	- The new syllabus also indicates that learners should acquire skills and attitudes. What should teachers do to achieve this? How do you intend them to do?	- How would teachers teach these skills and attitudes? Is there a complete list of skills and attitudes?