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

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Appendix A: Workshop programme

Workshop programme (Appendix A)

The new syllabus in place requires teachers to change how they teach

- My observation as a teacher, as the Head of the Department and as a member of district science committee is that teachers are struggling to make those changes.
- I am engaged in research to find out what the problems are, and factors causing the problems. The reason I am doing this research is that there will be no solution if the problems are not identified

Purpose of the workshop

- To look at the requirements of the new syllabus and suggestion for implementing them
- To involve teachers attending workshop in a lot of thinking, writing and hands-on work
- Teachers will also go away with lots of ideas and helpful documents

1. Activity 1. What do teachers think the syllabus requires them to do? (*They answer the first questionnaire and I collect the completed questionnaires).*

Using the syllabus documents (copies given the researcher and the teacher discuss the syllabus requirements; **NB we will do a series of thinking tasks to deduce the requirements, then list them on the board as we go through them.**

2. A*ctivity 2. As* we have indicated the syllabus requires a "learner-centred approach". What does "learner-centred approach" mean? Lets think about it (*They answer the second questionnaire on "learner-centred approach, Researcher collects the questionnaire)*

Using hand outs from package we talk about learner-centredness (what literature say it is, use information from Professor Sanders presentation, July 2006) and how it can be achieved using STS approach (*Hand out from Khoali's PHD. work in progress are given, followed by discussion)*

3. *Activity3.* Cover pages of prescribed textbooks (*copies given*) say that the course is "activity based" (*They complete questionnaire on "activity-based learning", researcher collects questionnaire)*

Using hand outs from the package on lung balloon model (Khoali, work in progress) we develop concept of activity-based, what it is.

4. *Activity 4.* Teachers are asked to reflect on their practices when they were teaching the topic on breathing and respiration (*They complete questionnaire related to their teaching of a topic on breathing and respiration, approaches they used, attitudes and skills development, researcher collects questionnaire)*

Engaging teachers

Provide teachers (working in small groups) with an opportunity to plan a section of work in which they incorporate a range of "hands-on" and "minds-on" activities on breathing and respiration.