

 **Centre for International Teacher Education**

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**Instrument Code:**

**(Code to be added to transcript)**

**Teachers as Agents of Social Cohesion: South Africa Schools Case Study**

**- INTERVIEW SCHEDULE: TEACHER (L.O; HISTORY; ENGLISH) -**

**A. ADMINISTRATIVE DETAILS**

Name of teacher: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Sex: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Name of the school: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Teacher’s highest academic qualification: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Teacher’s subject specialisation (Life Orientation, History or English) \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

How long have you been teaching at this school? \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

What learning areas do you teach? \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Did you train in the areas you are currently teaching? \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Interviewer: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Interview date: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Interview duration: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Interview conducted on (device description): \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Interview electronic file format (.wav .mp3 .mp4 *et al*: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Interview audio-file backed up to: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Interview audio-file back-up date: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Interview transcription date completed: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

## Interview Schedule Guide: Teachers

**B. INTERVIEW QUESTIONS**

**OPENING**

1. Could you begin by telling me a bit about your teaching position at this school.

*FOR FIELDWORKERS: THE DEFINITION OF ‘SOCIAL COHESION’ AS ARTICULATED BY THE DEPARTMENT OF ARTS AND CULTURE*

*The Department of Arts and Culture defines* ***Social Cohesion*** *as* ***the degree of social integration and inclusion in communities and society at large, and the extent to which mutual solidarity finds expression among individuals and communities****.*

*In terms of this definition, a community or society is cohesive to the extent that the inequalities, exclusions and disparities based on ethnicity, gender, class, nationality, age, disability or any other distinctions which engender divisions, distrust and conflict are reduced and/or eliminated in a planned and sustained manner - this with community members and citizens as active participants, working together for the attainment of shared goals, designed and agreed upon to improve the living conditions for all.*

*Source: http://www.dac.gov.za/taxonomy/term/380*

**YOUR VIEWS**

1. **How do you understand the term ‘social cohesion’?**
   1. How would you respond to this statement? “South Africa is arguably a patriarchal or male-dominated country or society, and this is reflected in power-relations between male and female teachers in schools.”

**CURRICULUM AND SOCIAL COHESION**

1. **How do you approach issues of social cohesion (e.g. respect, tolerance, non-racism) in your learning areas?**
   1. How does the curriculum provide you with specific ways to help you deal with social cohesion?
   2. How do you deal with sensitive and difficult topics such as racism in your classroom?
   3. What would you change or add to the curriculum to make it deal more effectively with issues of social cohesion?
   4. Do the textbooks and workbooks in your subject area engage with issues of social cohesion? How so?

**TEACHING APPROACHES**

1. **How do you deal with sensitive and difficult topics such as racism in your classroom?**
   1. How do you deal with issues of language differences in your classroom in order to help learners better understand the content of your lessons?
   2. How do you deal with issues of gender conflict in your classroom in order to help learners build healthy relationships?
   3. How do you deal with issues of violence in your classroom in order to help learners resolve their differences in less violent ways?

**PROFESSIONAL DEVELOPMENT**

1. **What, if any, additional training have you had to help you deal with issues of social cohesion, whether as a staff member or in your subject specifically?**
   1. If training in social cohesions issues has been provided during your time as a teacher at this school, can you speak to us about these programmes, for example by whom was it delivered, what was it about, was it adequate, and was it effective?
   2. If you were able to receive more training in helping you deal with issues of social cohesion, in what specific topics would you like to receive additional training?
   3. How important is it to receive CPD points for the CPD programmes you undertake?
   4. Please talk to us about whether you would consider attending relevant social cohesion programmes which do not offer CPD points.

**YOUR SCHOOL ENVIRONMENT**

1. **In which ways do the facilities at your school affect the process of teaching and learning?**
   1. How would additional resources at your school, for example, trained counsellors, assist you in dealing with various social cohesion challenges?
2. **How would you describe the relationship between the school and the community in which the school is located?**
   1. What kinds of relationships between the school and the broader community would you like to have?

In closing, in your opinion, how can teaching about issues of social cohesion in South African schools help to build a safe, non-racist, non-sexist and non-violent South Africa?

-The End-