 **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: LEARNERS’ FOCUS GROUP -**

**A. ADMINISTRATIVE DETAILS**

Learner Focus Group #: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Grade of Learners: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Number of Female Learners in Focus Group: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Number of Male Learners in Focus Group: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

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

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

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

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

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

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

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

**Instructions for fieldworkers**

*Start off by introducing yourself and sharing something interesting about yourself.*

*Play a fun icebreaker! The learners won’t necessarily feel comfortable to share unless they feel comfortable with you.*

**LEARNING MORE ABOUT YOU**

1. **Please introduce yourselves by telling me your names and something interesting about you.**
   1. Why did you decide to come to 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. **What does being a South African mean to you?**
   1. When the government speaks about the need for tolerance, respect and social cohesion in South Africa what do you think they mean? What do you understand these terms to mean?
   2. When you think about the community where you live, what are relationships like between people of different backgrounds?

**TEACHERS AT YOUR SCHOOL**

1. **Describe the three main characteristics that you associate with your ideal teacher (the one who helps you deal with challenges you face)?**
2. **Describe your relationship with your teachers in the school.**
   1. Do you think teachers at this school generally respect their learners? Tell me more.
   2. Do you trust your teachers? Tell me more.

**YOUR CURRICULUM AND TEXTBOOKS**

1. **In which learning area do you learn the most about issues like respecting others, how to handle conflict, anti-racism, and how to be a responsible South African? What have you specifically learnt in these areas? ?**
2. Please tell us about the kinds of textbooks you use in Life Orientation, History and English, that help you to think about being a better person, friend, South African, and African.
3. What topic in the Life Orientation curriculum have you most enjoyed learning? Please tell us more about this.
4. What other topics are you interested in learning about? Please tell us more about this.

**YOUR SCHOOL**

*SCENARIOS NOTE to Fieldworkers:* Try to find out from the Principal or someone else at the school which of the three (3) scenarios below are most appropriate for the learners at your school site.

The Rule of Thumb we discussed on 21 April 2016 was that it is desirable to paint a scenario to learners which is EXTERNAL to their daily experience.

***Imagine the following happens:*** A fight breaks out amongst learners in your classroom. One learner beats up another learner. Fellow learners break up the fight. The fighting learners are then sent to a senior teacher to sort out the issue. It turns out that the beaten learner had been bullying and teasing the other learner because he is an immigrant from a neighbouring African country.

OR

***Imagine the following happens:*** On the playground, a group of boys and girls surround a young girl and shout and point at her in a mocking way. The young girl is crying, and you ask some friends what is happening. They say that the young girl is being mocked and shamed because she supposedly likes girls and not boys.

OR

***Imagine the following happens:*** During a school assembly, a young learner is called up to the front of the assembly and told to stand next to the Principal. The Principal tells the assembly that the young girl does not respect the school uniform, as she is wearing a scarf. The Principal tells the girl to remove her scarf to prove that she wants to be a learner at your school.

**Questions**

1. **How do you feel about this? What do you think should be done?**
   1. How have your teachers taught you to deal with incidents like these?
   2. If you were a teacher how would you deal with this in your classroom?
2. **What would you like to learn at school that help you build relationships with learners from different backgrounds, who speak different languages, or are a different nationality to you?**
3. If there was one thing that your school could do to build better relationships between learners from different backgrounds, what would that be?

**YOUR FRIENDSHIPS**

1. **Please tell us how you became friends with the people you regard as your friends.**
   1. What about them makes them your friends?
2. **Research shows that friendships between people from different backgrounds are not very common. Why do you think this is so?**
   * THE END -