**INTERVIEW GUIDE:**

**STUDENT TEACHER**

**A. ADMINISTRATIVE DETAILS**

Name: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

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

Name of university: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Highest academic qualification: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Any subject content area specialization? \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Prior experience in the areas you are currently learning to teach? \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Where have you had any experience as a teacher (if at all?) prior to this?\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

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: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**Biographical and opening questions:**

1. Tell me more about you – your background, where you come from.
2. What is your school experience of
   1. Interacting with people from different backgrounds to you?
   2. Feeling that you did/did not belong?
   3. Trust and respect, whether between you and your fellow classmates, or between you and your classmates and the teachers at your school?
3. How has this experience influenced your decision to become a teacher?

3.1 How do you think this experience will influence the kind of teacher you want to be, especially in terms of fostering belonging, trust and respect in the classroom?

1. What do you think is the role of the teacher in shaping how learners think about and deal with issues of social cohesion and peacebuilding?
2. In what ways have you been asked to reflect on your own experience of education and your own background and identity during your course so far?

**Experiences of training and internship**

6. First, what does the term ‘social cohesion’ mean to you?

Then:

1. In your view, what are the main social cohesion or peacebuilding issues in your context/country?
2. In what ways do you think education can address some of the issues you mentioned?
3. In what ways are they addressed in the program? Are there specific modules that deal with issues of social cohesion or peacebuilding?
4. Is there a particular pedagogy that is being advocated on the program to enhance the capacity of teachers to promote social cohesion or peacebuilding in the classroom?
5. To what extent do you think this promoted pedagogy is able to address the issues it seeks to resolve?
6. To what extent have students had enough exposure to the promoted pedagogy either in the program or in the school where they have done their internship?
7. What is your view about the issue of ‘corporal punishment’ being used as a disciplinary tool in the classroom?
   1. How does the promoted pedagogy take account of this issue?
   2. How does the promoted pedagogy deal with issues of violence in the classroom and school? Do you feel that you have been sufficiently equipped to deal with violence as a teacher?
8. In what ways does the promoted pedagogy build teachers’ own ablity for enhancing social cohesion and equity in your classroom, school and community?

**Codes of conduct**

1. Have codes of conduct been part of your training?

15.1 What social, political, religious or other problem do you think these codes try to address, and to what extent are they successful?

15.2 How have these codes impacted on you as a teacher in practice?

**Content knowledge**

I’d like to ask you about your own choice to become a teacher of specific subjects and the materials you have used for this. Again please feel free to answer these questions in terms of your own experience, opinions and perceptions:

1. To what extent do you think that the teaching guides and materials for teaching your subject specialization present opportunities for you to engage school students with the issues of social cohesion / unity and reconciliation in the classroom and beyond? What about in other subjects?
2. How do you feel that the materials or guides might be less than effective in terms of the ways they address these issues? What about in other subjects?
3. What materials do you think you would make use of to engage students with these issues effectively? What about in other subjects?
4. Does the teaching program for your subject use any specific curriculum or teaching and learning materials for developing your capacity to deal with social cohesion issues in the classroom? What about in other subjects?
5. In your opinion how has your subject program attempted to reflect current debates in the country around unity and reconciliation, social cohesion and peacebuilding? What about in other subjects? (Eg. Maths, History, English, Life skill)