**BASIC CONCEPTS ADVOCACY PROJECT**

**PHASE 1: Pixley Ka Seme & John Taolo Gaetsewe**

 **(2019-2021)**

Contact 3: Teacher Interviews (May-June 2021)

* Name of facilitator/s:

JTG: Louis Benjamin, Gill Brand

PKS: Diane Goldsmith, Gill Brand

* Method & Dates:

Individual telephone calls were made to project teachers between mid-May and mid-June. These calls were on average 20 minutes in duration.

* General purpose of the teacher discussions:

To make individual contact with as many of the project teachers as possible in order to assess how things are going in general in these classes, but particularly how project implementation is progressing during these challenging times.

* Interview Schedule:

[Click here](https://forms.gle/JYuifryzTqfyGUhMA) for a link to the interview schedule.

* Registers with names including all officials:

[Click here](https://docs.google.com/spreadsheets/d/1dodY-bKNt14Jh7MwSnN42xoyyjWLTuxsKhThbogrSK4/edit?usp=sharing) to access the GOOGLE SHEET for JTG

[Click here](https://docs.google.com/spreadsheets/d/1hEvZ2PkcgvgYs5mpYZ47KyIeL4VsK8Wb68hfBA2WH3Y/edit?usp=sharing) to access the GOOGLE SHEET for PKS

* Attendance Statistics:

|  |  |  |  |
| --- | --- | --- | --- |
| **PKS Clusters**  | **Number of teachers** | **Number of teachers contacted** | **Number of teachers not contacted** |
| *1* | *10* | *8* | *2* |
| *2* | *13* | *1?* | *?* |
| *3* | *10* | *7* | *3* |
| ***TOTAL*** | ***33*** | ***16*** | ***?*** |

 *\*The district official was present at one of the three cluster sessions.*

|  |  |  |  |
| --- | --- | --- | --- |
| **JTG Clusters**  | **Number of teachers** | **Number of teachers contacted** | **Number of teachers not contacted** |
| *1* | *10* | *9* | *1* |
| *2* | *12* | *12* | *0* |
| *3* | *9* | *6* | *3* |
| ***TOTAL*** | ***31*** | ***27*** | ***4*** |

*\*Both of the district officials were present at all three cluster sessions.*

* *Summary of findings from teacher discussions*

i) How many BC groups do you have in your class?

The majority (81%) of teachers from both districts had on average had 4 or more BC groups in their classes. This does seem to indicate that the majority of teachers are working with multiple small learner groupings inside their classes.

ii) How many colours and shapes have you mediated?

*81% of the teachers had mediated 4 or more colours since the start of the project this year.*

*47% of the teachers had mediated 4 or more shapes. It should however be noted that the discussions with the teachers were concluded several weeks before they were required to start with the following conceptual domain (viz: size).*

iii) How confident do you feel about the BCP?

91% of teachers indicated that they felt either confident or highly confident about the BCP, while only 9% of the teachers said that they were neither confident nor unconfident about the programme.

iv) How motivated are you to run the BCP?

84% of the teachers felt either *motivated or highly motivated* to run the BCP, 14% said they had *average levels of motivation* and only 2% said that they had *low levels of motivation*.

v) What did teachers say about their overall experience of the BCP?

The following themes were drawn from teacher responses:

**Theme 1:** Use of language inside the classroom (23 teacher comments)

The majority of teachers made independent mention of language development and usage both inside their classrooms and beyond. This seemed to be the most positive benefit of the programme for the teachers.

*‘Pupils are responding well in terms of full sentences. Their language has developed.’*

*‘Children's language has developed well, talking in full sentences and using conceptual vocabulary correctly.’*

*‘They (the learners) are willing to speak and even when they do the news in the morning.’*

*‘They (the learners) can now talk to their parents about things they see in the environment when they go on outings.’*

**Theme 2:** The benefits of the BCP for teachers (13 teacher comments)

These teachers made positive comments about the BCP and how it was aiding them in the classroom or had changed their approach to teaching.

*‘I like the programme very much and especially the Internalising step.’*

*‘The BCP has helped me a lot (and particularly with my) teaching and also with my studies.’*

*‘The BCP is my lifeline now... most of my learners are intervention learners.’*

*‘I want to encourage other teachers to also do the program as it compliments CAPS.’*

**Theme 3:** The impact of COVID on teaching and learning (12 teacher comments)

These teachers made comments about how COVID had had a direct negative impact on teaching and learning.

*‘The learners are struggling because of the pandemic and absenteeism. When they come to school they have forgotten everything that was taught.’*

*‘There are some children who have just registered (May 2021), but it is going a bit better now. ‘They (the learners) are missing a lot of school.’*

*‘The children have to social distance and this makes it difficult to teach them.’*

**Theme 4:** The benefits of the BCP for learners (17 comments)

These teachers made comments about the overall benefits of the programme for their learners (aside from impact on language).

‘The stronger children are even helping the weaker children…’

‘The children are making good progress. The learners are learning a lot.’

‘Children are coming out of their shells and responding better now.’

vii) Ratings of the teachers’ level of BCP compliance

65% of the teachers were rated as either *highly or very highly compliant* in terms of implementing the BCP inside their classes, while 30% of the teachers were regarded as *moderately compliant*. Only 5% of the teachers were described as not very compliant at all.

* *Summary*

The BC Facilitators ran individual teacher interviews and spent approximately 20 minutes per teacher on the phone. We were not able to speak to all teachers but were able to speak to a majority of teachers in each of the two districts. The overall findings from these interviews were very positive. The BC Facilitators rated most of the teachers (95%) interviewed as either *moderately or highly compliant* with the programme. These findings in fact seemed to concur with the teachers’ responses during the telephone interviews.

Before the interviews, it was thought that teachers were implementing the programme (this was supported by the regular postings on the WhatsApp groups during the year), but we were also concerned about the regularity of implementation in all the BCs groups. The Project Facilitators now have a much better understanding of the overall impact of the COVID situation in the classes, particularly with respect to the rate of implementation of the programme and the time it takes to mediate each sub-concept. Teachers have been taking two weeks on average, instead of the recommended one week per sub-concept, because of the ‘platooning system’ (dividing classes in half and only having half the class at school at a time) that has been implemented to keep children socially distanced. Furthermore, we are now more aware of the overall confusion that has been caused by ‘platooning’ the learners, particularly the negative impact it has had on regular school attendance and thus on the BC groups inside the classes. Learners often attend school haphazardly and not on the days they should.

The teacher interviews have, however, provided much positive feedback about the programme and particularly its helpfulness for teachers during these extraordinarily difficult times. The Project Facilitators in fact received much praise from the teachers for being available to them during these times and not forgetting about them.