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. Activity 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. Activity 3. 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.