

Submission Date
Date of interview:
First Name
Last Name
First Name
Last Name
Sex
1.3. Grade(s) covered by Curriculum/Subject Advisor (Select all that apply)
1.4. Languages (Select all that apply)
1.5. District(s) in which Curriculum/ Subject Advisor works
2.1. What is your role? (Please explain what your role entails, how you support schools, etc.)
2.2. How did COVID-19 affect your ability to fulfil your role?
2.3. What support do you need to adequately fulfil your role now with COVID-19?
2.4. What effect did the COVID 19 lockdown have on schools, teaching and learners?
2.5. What support do you feel teachers and schools require?
2.6. In your opinion, how has Covid-19 affected learners ability to learn?
2.7. Which school modalities were most feasible to facilitate non-contact learning during the lockdown period, and after schooling resumed? (prompt: rotational schedule once schools reopened, sending DBE workbooks home, worksheets, during school closures)
2.8. Which school modalities were most feasible to facilitate non-contact learning after schooling resumed? (prompt: rotational schedule once schools reopened, sending DBE workbooks home, worksheets, during school closures)
2.9. If you compare curriculum coverage in 2019 and in 2020, how much do you think teachers were able to cover in 2020?
2.10. Do you think the trimmed curriculum was feasible to implement? Why or Why not?
2.11. What were the losses and gains by implementing a trimmed curriculum?
2.12. How much contact time did learners lose due to the COVID-19 school disruptions in 2020? (prompt: think about the percentage/proportion of time learners were not at school compared to 2019)
2.13. Do you think that learners will be able to catch-up any learning losses from 2020 in 2021?

3.1. What worries you the most about COVID-19 and teaching at the moment? (prompt: teachers, principals learners, teaching and learning in schools)
3.2. Has the level of stress caused by the COVID-19 pandemic affected the ability of schools, teachers and learners to teach / learn? If so, how?
3.3. What kind of psychosocial support do you feel can be provided to teachers to help them cope with teaching and learning during COVID? Please select your top three (3) from the following list:
3.4. To what extent do you agree with the following statement: It was challenging to put strategies in place to support teachers during school closure
4.1. I have felt as if something serious was going to happen unexpectedly with the epidemic
4.2. I have felt that I am unable to control the important things in my life because of the epidemic
4.3. I have felt nervous or stressed about the epidemic
4.4. I have been confident about my ability to handle my personal problems related to the epidemic
4.5. I have felt optimistic that things are going well with the epidemic
4.6. I have felt unable to cope with the things I have to do to monitor for a possible infection
4.7. I have felt that I can control the difficulties that could appear in my life as a result of the infection
4.8. I have felt that I have everything under control in relation to the pandemic
4.9. I have been upset that things related to the epidemic are out of my control
4.10. I have felt that the difficulties are increasing in these days of the epidemic and I feel unable to overcome them
4.11. What, if anything, do you think the long-term effects of COVID-19 on learner progression through schooling will be? Have you any suggestions on what needs to happen in the short-term to support learner progression? (Prompt: individual learners, classroom level, school management, district or system level, instructional time or content, assessment, support etc.)
5. Any further comments?