**KNOWLEDGE SHARING WITH TEACHERS**

1. How has your participation in the project been so far? What made you want to get involved in it? How do you feel participating in the PERFORM project fits with the way you work in your school? Have you participated in similar projects before? How does this case differ or is similar from the way you’ve worked with other institutions?

*Objective: How to manage/take care of the relationship*

1. What do you think are the benefits of being involved in PERFORM, both for teachers and for the students? What do you think will be the real benefit of PERFORM for the students - developing conceptual understanding, deepening understanding of the nature and purposes of science, engagement, participation, relating science to real world issues and dilemmas?

*Objective: Making sure we make the most of the project and that it’s as useful as possible to the teachers involved as well as being aware of the expectations they have, to put work into meeting them see if we can meet them or manage them if it’s not the case*

1. What potential challenges do you envisage that the PERFORM project could pose for teachers and for students? Is there any way in which we could overcome those or make them less prominent?

How readily would the pedagogical approaches being used as part of "PERFORM" be taken up by teachers and incorporated into the classroom context?

How applicable are the approaches with students who haven't volunteered or been hand-picked to participate in the project?

*Objective: Anticipate any potential problem/challenge that we can prevent or solve in time. The last two questions are things we feel could be potential challenges and what we would like to explore more.*

1. How has your involvement been so far and what would be for you the best way of being involved?

*Objective: Find out about the different levels of involvement teachers want so that we can also provide different trainings for that. Also to make sure that we are making the most of them. Some teachers may feel they have a secondary role and not feel part of the project of that they can also contribute.*

1. In order to feel comfortable being part of the project and maybe having a go at performance and science after the project is finished what do you feel you would need training on? If you were to attend training, what would be the best format and time/day of the week for it? And finally what would the training need to offer for you to find it appealing and for you and to get the buy in from your institution so that it’s easy for you to make the case to attend it.

*Objective: Find out the topics in which they would like training (eg. Performance arts, Reflexivity/Philosophy of science, sessions with researchers on cutting edge research, training on how to develop interactive lessons, etc.). Also find out which would be the best way for the training to be delivered (is there a day in the week/month where they get training within the school, would it be better several afternoons, a whole day during the weekend, an evening course, would it be easier to deliver it to only them or would they prefer to be with teachers from the other schools, how many people would get involved from their school, etc.). Finally to find what would make teachers take on such a training, do they need official recognition, is it a matter of convincing the management team in the school, does it need to be something they can they share with other teachers in their department, etc.*

1. When the project is over, would you consider continuing doing similar activities? If so, what would be the potential opportunities and what would be the obstacles for you to do so?

*Objective: Find out about teachers/schools plans to continue with similar approaches in the future, find out what they feel they can take with them and incorporate in their practice as well as finding out if there are any obstacles to this and how it could be overcome. For ex. one teacher told us they needed lesson plans if they were to do it, but that actually getting away with some interactive way of presenting some science would be a really good outcome.*