EXPLORING TEACHERS' AND LEARNERS' PERCEPTIONS OF CURRICULUM, TEACHING AND ASSESSMENT IN LESOTHO ADVANCED SECONDARY CERTIFICATE (LASC) PILOT PROGRAM

SUB-THEME: Aligning educational assessment to curriculum and classroom experiences

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PRESENTATION OUTLINE

- Introduction

- Research questions

- Significance of the study

- Research methodology

- Data analysis

INTRODUCTION

1. ECoL has developed a new national school-leaving qualification (LASC) which is being piloted nationwide in Lesotho since February 2025 (SU-UIC, 2025)

2. Assessment in education - collecting and analysing information to understand and improve learner learning (Miller, 2023)

3. Formative assessment informs both teachers and learners about learner abilities at a point when timely adjustments can be made (Garrison & Ehringhaus, 2007).

4. Summative assessment is commonly used to measure learning and is rarely used for learning, it is an accountability measure that is generally used as part of the grading process (Glaser, 2014)

5. Curriculum is an important tool for teachers to plan and implement the defined learning activities (Jarlind, 1998).

Research questions

Main research question

1. What are the teachers' and learners' perceptions in balancing curriculum, teaching and assessment?

Subsidiary research questions

1. What is the level of teachers and learners' readiness since piloting took off?

2. What are the benefits encompassed in the LASC program?

3. Are there any challenges encountered during teaching and learning of LASC? What are the mitigation strategies implemented to manoeuvre through such challenges?

Significance of the study

To inform MOET in Lesotho on how prepared schools were, in order to map strategies carefully for monitoring the program progress.

RESEARCH METHODOLOGY

- The research followed a qualitative method

- Questionnaires which required a mix of 4 objective (MC) and 6 open-ended responses were used.

- Purposive sampling was used in the study using:

  o 5 LASC pilot schools from different regions in Lesotho

  o 10 teachers from the 5 schools.

  o 10 LASC learners from the 5 schools

- Administered electronically (teachers and learners

DATA ANALYSIS

- Thematic analysis done revealed two main patterns in the questionnaire responses.

- Patterns were further categorized into themes.

- Majority attest to their readiness for LASC and a good alignment of assessment with curriculum

- The minor group alluded to lack of readiness due to infrastructure and technology

- Both teachers and learners had different perceptions and opinions regarding this research questions

DISCUSSION OF THE FINDINGS

- Teachers responses

- Positive reaction in the way the different syllabi are structured and assessed.

- Syllabi more learner-centered and hence engaging learners more during teaching and learning.

- Some schools lack stable and internet connections and laboratory equipment and materials

- Need for capacitation workshops

- Learner responses

- an appreciation for LASC which is more demanding curriculum, regularly assessed and keeping them more occupied

- Importance of regular assessment (Wolf, 2009)

- More preparation for university content

- Doubt on sustainability of the program due to low enrolment in schools

CONCLUSION

- There is a great appreciation of a well-designed LASC curriculum and assessment strategies which are balanced to give teachers and learners confidence in the anticipated competencies to be developed.

- There is also a noted average level of preparedness for LASC by schools.

- Concern for more teachers' capacitation and more dissemination of knowledge about LASC, including a need for motivational and career guidance programmes especially for learners.

- Also, a concern that some schools are still lagging behind in terms of technology and infrastructure.

RECOMMENDATIONS

1. Teachers appreciate the digital support materials but also need to be provided with more examination papers apart from specimen papers in order to enhance summative assessment

2. Teachers need more capacitation workshops to discuss challenges ever since the inception of LASC, as part of the monitoring on LASC progress.

3. LASC teachers recommend that their teaching workload be reduced by being exempted from teaching LGCSE

4. Learners need to be accorded with career guidance sessions and quiz and project competitions with learners from other pilot schools to enhance motivation and competition.

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END OF PRESENTATION

THANK YOU!!!