

## GRADE 6 ENGLISH TEACHER INTERVIEW: LEADERSHIP FOR LITERACY SURVEY

Dear Educator

We have very much enjoyed our previous visits to your school and immensely appreciate you having us here.

As you know Stellenbosch University, is doing research to develop a new survey instrument that captures the practices of educators and SMTs in challenging contexts. The project also involves understanding how children are reading. We would like to gather some information from you today on your experiences as an educator in this school. This interview will take 45 minutes. **We would also like to look at the books in your classroom at the end of the interview if you would allow us time. We can come during a break or when you are not teaching so as not to disturb your class.**

We will need the following documents to complete these interview:

- Your teaching timetable for grade 6 (in languages)
- Schedule of assessment marks (specifically for reading and language)

**While it may seem that we are asking some similar questions as when we last visited this important in designing questionnaires for understanding how the school is managed and lead.**

- Please answer about how things *actually* are, not how they are should be.
- Your responses are treated with confidentiality and are anonymous. In our reporting the names of schools are removed. For example, we refer to school A or school B in a province.
- If there are questions you do not want to answer you don't have.

If you have any further queries, please don't hesitate to speak to the fieldwork team leader or contact Marie-Louise Shreve at the University of Stellenbosch, 021 8084443.

Thank you,

The ReSEP team

### CONSENT TO BE SIGNED BY TEACHER:

I (name) \_\_\_\_\_ agree to participate in this interview.

Signed \_\_\_\_\_ on this date \_\_\_\_\_.

## Instructions

Please use a black pen to complete the following survey.

For all multiple choice questions, please select only ONE response unless otherwise specified.

To select an answer, mark an X through the box next to the answer you would like to select.



If you accidentally mark a box with an X and would like to correct it, fill in that box entirely before marking the correct answer with an X.

0.1 SCHOOL NAME:

0.2 DATE:

0.3 NAME OF TEACHER OF CLASS:

0.4 DATA COLLECTOR:

## 1 BACKGROUND

1.1 Are you a SMT (School Management Team) member in this school?

☐ No

☐ Yes

1.2 Which subjects do you teach? Tick all that apply.

☐ African Language

☐ English

☐ Mathematics

☐ Natural Science

☐ Life Science

☐ EMS

☐ Life orientation or life skills

☐ other, specify:\_\_\_\_\_

1.3 For how long have you been teaching grade 6 in total?

Years

Months

1.4 For how long have you worked in this school in total?

Years

Months

1.5 Which of the following teaching qualifications do you have? (Note to interviewer: Tick all that apply)

☐ Not yet qualified as a teacher

☐ Diploma from teacher training college

☐ Advanced Certificate in Education (ACE)

☐ Four year teaching degree

☐ Honours or higher post-graduate in education degree from university

☐ PGCE from university

☐ other, specify:\_\_\_\_\_

1.6 Which of the following best describes the specialisation or training you received in teaching reading or language?

☐ N.A. Received no specialist training in teaching reading or language.

☐ My training was part of general training for all primary teachers (i.e not a specific specialisation)

☐ Completed ACE in language or short course in language or teaching reading

☐ English or African language was one of my subject methods

☐ other, specify:\_\_\_\_\_



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1.7 What is your home language (mother tongue)? Choose at most two options.

- |  |                                  |                                   |
|--|----------------------------------|-----------------------------------|
| <input type="checkbox"/> isiZulu               | <input type="checkbox"/> Sepedi  | <input type="checkbox"/> Xitsonga |
| <input type="checkbox"/> TshiVenda             | <input type="checkbox"/> SeSotho | <input type="checkbox"/> English  |
| <input type="checkbox"/> other, specify: _____ |                                  |                                   |

1.8 Is your home language the same as the most of the learners in the classes you teach?

- ☐ No ☐ Yes

1.9 How would rate your proficiency

- |                         |                          |                          |                          |                          |                          |
|-------------------------|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|
|                         | I am still learning      | Ok                       | Good                     | Very good                | Excellent                |
| a. In SPEAKING English? | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| b. In READING English?  | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

1.10 How many learners are there in the largest grade 6 CLASS you teach?

## 2 TIME FOR ENGLISH LANGUAGE

2.1 Can I see a copy of the time-table that you use for teaching English? (Note to interviewer: If you are not presented with a timetable look on the wall of the classroom, staffroom or offices.)

- ☐ Yes, shows it to me ☐ No, does not show it to me

2.2 REFLECT EVIDENCE: How is reading time for grade 6 English language (exclude school-wide reading periods) specified on the timetable for grade 6?

- |  |  |  |
|--|--|--|
| <input type="checkbox"/> Only 'Language' is specified on time-table. Reading not distinctly specified. | <input type="checkbox"/> Reading is specified as distinct from other language activities on time-table | <input type="checkbox"/> Reading is broken down into different types of reading activities on the time-table, (eg. listening, phonics, reading aloud etc.) |
|--|--|--|

2.3 REFLECT EVIDENCE: How many hours and minutes in total are timetabled for grade 6 English language in a week? (Note: Read off grade time table, complete in own time with time-table. Please enter Hours and Minutes e.g. 6h30 mins or 7h00 mins.)

2.4 REFLECT EVIDENCE: For how many DAYS in the week is a general reading period or 'reading for enjoyment' period sheduled on the time-table?

- |                            |                            |                            |
|----------------------------|----------------------------|----------------------------|
| <input type="checkbox"/> 0 | <input type="checkbox"/> 1 | <input type="checkbox"/> 2 |
| <input type="checkbox"/> 3 | <input type="checkbox"/> 4 | <input type="checkbox"/> 5 |

2.5 Interviewer optional: Any comments about this section or something we need to know?



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### 3 EXTRA LESSON, REMEDIAL, SILENT READING

3.1 During the school term, how often do you give extra lessons (outside of normal class teaching time) to grade 6 learners who are struggling to read? (Note: Extra lessons include lessons that are paid or not paid for.)

- |   |   |   |
|---|---|---|
| <input type="checkbox"/> Never          | <input type="checkbox"/> Once or twice a year | <input type="checkbox"/> Once or twice a term |
| <input type="checkbox"/> Once a month   | <input type="checkbox"/> Every 2 weeks        | <input type="checkbox"/> Once a week          |
| <input type="checkbox"/> 2 times a week | <input type="checkbox"/> 3-4 times a week     | <input type="checkbox"/> Everyday             |

3.2 If you do, how long are these extra lessons? Choose only ONE (most common time).

- |  |  |                                     |
|--|--|-------------------------------------|
| <input type="checkbox"/> N.A. No extra lesson. | <input type="checkbox"/> 0-10 mins         | <input type="checkbox"/> 11-15 mins |
| <input type="checkbox"/> 16-20 mins            | <input type="checkbox"/> 21-30 mins        | <input type="checkbox"/> 31-45 mins |
| <input type="checkbox"/> 46-60 mins            | <input type="checkbox"/> more than 60 mins |                                     |

3.3 How often are there support lessons offered to grade 6 learners by a REMEDIAL teacher in this school?

- |   |   |   |
|---|---|---|
| <input type="checkbox"/> Never                    | <input type="checkbox"/> Once or twice a year | <input type="checkbox"/> Once or twice a term |
| <input type="checkbox"/> Once a month             | <input type="checkbox"/> Every 2 weeks        | <input type="checkbox"/> Once a week          |
| <input type="checkbox"/> 2 times a week           | <input type="checkbox"/> 3-4 times a week     | <input type="checkbox"/> Everyday             |
| <input type="checkbox"/> N.A. No remedial teacher |   |   |

3.4 In a day, how many MINUTES do you usually provide PER WEEK for grade 6 learners to read silently on their own in English language?

- |   |  |                                     |
|---|--|-------------------------------------|
| <input type="checkbox"/> N.A. no silent reading | <input type="checkbox"/> 0-10 mins         | <input type="checkbox"/> 11-15 mins |
| <input type="checkbox"/> 16-20 mins             | <input type="checkbox"/> 21-30 mins        | <input type="checkbox"/> 31-45 mins |
| <input type="checkbox"/> 46-60 mins             | <input type="checkbox"/> more than 60 mins |                                     |

### 4 TEXTS FOR LANGUAGE

4.1 Roughly how many grade 6 learners in your class have access to the following English books/resources?

	None	Very few	Less than half	More than half but not all	All Gr. 6's
a. English DBE workbook	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
b. English textbook	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
c. Novels	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
d. Books of short stories (exclude excerpts in DBE workbook or general textbook)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
e. Dramas/plays (exclude excerpts in DBE workbook or general textbook)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
f. Dictionaries	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
g. Readers	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

4.2 When was last time you received NEW books (excluding 'top-ups' and workbooks) for teaching grade 6 English language? (Note to PROBE: Was that delivery or order only for top-ups or did it include NEW titles or publishers?)

- |  |  |   |
|--|--|---|
| <input type="checkbox"/> More than three years ago | <input type="checkbox"/> Three years ago     | <input type="checkbox"/> Last year  |
| <input type="checkbox"/> Begining of this year     | <input type="checkbox"/> In the past 2 terms | <input type="checkbox"/> I'm new, took over the books from previous teacher |



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4.3 What types of books do you mostly use for teaching reading in English? (Note to interviewer: Do not read out. Tick all that apply.)

- |  |  |   |
|--|--|---|
| <input type="checkbox"/> Textbook                    | <input type="checkbox"/> DBE workbook            | <input type="checkbox"/> Readers or story books |
| <input type="checkbox"/> Dictionaries                | <input type="checkbox"/> Novel                   | <input type="checkbox"/> Books of short stories |
| <input type="checkbox"/> Poetry books, dramas, plays | <input type="checkbox"/> Newspapers or magazines | <input type="checkbox"/> Other, specify         |

4.4 Which of the following books do you allow learners to take home? (Note to interviewer: Tick all that apply.)

- |   |   |                                       |
|---|---|---------------------------------------|
| <input type="checkbox"/> No books at all        | <input type="checkbox"/> Textbook               | <input type="checkbox"/> DBE workbook |
| <input type="checkbox"/> Exercise books         | <input type="checkbox"/> Readers or story books | <input type="checkbox"/> Novel        |
| <input type="checkbox"/> Books of short stories | <input type="checkbox"/> Dictionaries           |                                       |

## 5 READING SPECIALISTS

5.1 Who would you say is the best at teaching reading in the school or in your phase? Can you tell me who this person is?

5.2 If you need help with teaching reading to a struggling learner, is there someone in the school you can go to for help?

- |   |   |  |
|---|---|--|
| <input type="checkbox"/> No   | <input type="checkbox"/> Yes, many people in this school could give expert support. | <input type="checkbox"/> Yes, a few people in this school could give expert support. |
| <input type="checkbox"/> Yes, one or two people in this school could give expert support. | <input type="checkbox"/> I could give them expert support.                          |  |

5.3 If yes, who is this person or people?

5.4 If yes, is this person or these people SMT members?

- |                               |                             |                              |
|-------------------------------|-----------------------------|------------------------------|
| <input type="checkbox"/> N.A. | <input type="checkbox"/> No | <input type="checkbox"/> Yes |
|-------------------------------|-----------------------------|------------------------------|

5.5 REFLECT: Which of the following best describes the response to the above FOUR questions?

- |  |  |  |
|--|--|--|
| <input type="checkbox"/> Does not identify a reading specialist  | <input type="checkbox"/> Identifies 'everyone' as good at teaching reading | <input type="checkbox"/> Identifies one or two people but not by name. |
| <input type="checkbox"/> Identifies one or two specific people by name as being best at teaching reading | <input type="checkbox"/> Identifies self as expert at teaching reading     |  |

5.6 Interviewer optional: Any comments to clarify any unusual responses?

## 6 LITERACY BACKGROUND

6.1 What is the title of your favourite children's book (excluding textbooks)? WAIT AND PROBE: Could you name the author too?



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6.2 What is the title of the last novel you read? WAIT AND PROBE: Could you name the author too?

6.3 REFLECT: Which of the following best describes the respondents answer to the question on last novel read?

- |  |  |  |
|--|--|--|
| <input type="checkbox"/> Doesn't name any title.                   | <input type="checkbox"/> Names a title but I am not sure what genre it is. | <input type="checkbox"/> Names a magazine or newspaper |
| <input type="checkbox"/> Names 'The Bible' or other religious text | <input type="checkbox"/> Names a textbook or school book                   | <input type="checkbox"/> Names the title of a novel    |

## 7 EXPECTATIONS

7.1 What percentage of grade 6 learners in your class can read fluently AND with understanding in <African language>?

- |                                   |                                     |                                  |
|-----------------------------------|-------------------------------------|----------------------------------|
| <input type="checkbox"/> 0-10%    | <input type="checkbox"/> 11-20%     | <input type="checkbox"/> 21-30%  |
| <input type="checkbox"/> 31%-40%  | <input type="checkbox"/> 41%-50%    | <input type="checkbox"/> 51%-60% |
| <input type="checkbox"/> 61%-70%  | <input type="checkbox"/> 71%-80%    | <input type="checkbox"/> 81%-90% |
| <input type="checkbox"/> 91%-100% | <input type="checkbox"/> Don't know |                                  |

7.2 What percentage of grade 6 learners in your class can read fluently AND with understanding in English?

- |                                   |                                     |                                  |
|-----------------------------------|-------------------------------------|----------------------------------|
| <input type="checkbox"/> 0-10%    | <input type="checkbox"/> 11-20%     | <input type="checkbox"/> 21-30%  |
| <input type="checkbox"/> 31%-40%  | <input type="checkbox"/> 41%-50%    | <input type="checkbox"/> 51%-60% |
| <input type="checkbox"/> 61%-70%  | <input type="checkbox"/> 71%-80%    | <input type="checkbox"/> 81%-90% |
| <input type="checkbox"/> 91%-100% | <input type="checkbox"/> Don't know |                                  |

## 8 GROUP GUIDED READING IN ENGLISH

8.1 Do you do Group Guided Reading In English?

- |                             |                              |  |
|-----------------------------|------------------------------|--|
| <input type="checkbox"/> No | <input type="checkbox"/> Yes | <input type="checkbox"/> Doesn't know what Group Guided Reading is |
|-----------------------------|------------------------------|--|

8.2 Can you explain to me how you go about doing group guided reading? What does it involve? (Note to interviewer: Write response verbatim. Even if the respondent doesn't do GGR ask the respondent to describe what it is about)



8.3 Why do you think it is useful or not useful as a method for teaching reading? (Note to interviewer: Write response verbatim. Even if the respondent doesn't do GGR ask this question.)

8.4 REFLECT: To what extent do you agree with the following statement: The teacher's response shows an understanding of what Group Guided Reading is about?

- |  |   |                                |
|--|---|--------------------------------|
| <input type="checkbox"/> Strongly disagree | <input type="checkbox"/> Disagree             | <input type="checkbox"/> Agree |
| <input type="checkbox"/> Strongly agree    | <input type="checkbox"/> Can't be determined. |                                |

8.5 How often do you do Group Guided Reading? (Note to interviewer: If chooses 'Never' SKIP to section 9)

- |   |   |  |
|---|---|--|
| <input type="checkbox"/> Never            | <input type="checkbox"/> Once a month or term | <input type="checkbox"/> Once a week                 |
| <input type="checkbox"/> 2-3 times a week | <input type="checkbox"/> 4-5 times a week     | <input type="checkbox"/> Don't know or cannot answer |

8.6 Typically how many learners do you have per group for Group Guided Reading?

- |                                       |  |   |
|---------------------------------------|--|---|
| <input type="checkbox"/> 1-2          | <input type="checkbox"/> 3-4                         | <input type="checkbox"/> 5-6                |
| <input type="checkbox"/> 7-8          | <input type="checkbox"/> 9-10                        | <input type="checkbox"/> 11-15              |
| <input type="checkbox"/> More than 15 | <input type="checkbox"/> Don't know or cannot answer | <input type="checkbox"/> N.A. Don't do GGR. |

8.7 Do you group learners by ability for Group Guided Reading? (Note: please explain what ability means - i.e. a group of weaker readers, distinct from a group of stronger readers)

- |                             |                              |                                   |
|-----------------------------|------------------------------|-----------------------------------|
| <input type="checkbox"/> No | <input type="checkbox"/> Yes | <input type="checkbox"/> Not sure |
|-----------------------------|------------------------------|-----------------------------------|

8.8 If yes, how many ability levels do you have?

- |  |  |   |
|--|--|---|
| <input type="checkbox"/> N.A. I don't group by ability | <input type="checkbox"/> 1-2                         | <input type="checkbox"/> 3-4                |
| <input type="checkbox"/> 5-6                           | <input type="checkbox"/> 7-8                         | <input type="checkbox"/> 9-10               |
| <input type="checkbox"/> More than 10                  | <input type="checkbox"/> Don't know or cannot answer | <input type="checkbox"/> N.A. Don't do GGR. |

## 9 READING ASSESSMENT

9.1 Do you have a record of the assessment marks for reading of learners in your class from term 2 or 3 this year? If yes, could you show it to me?

- |                             |                              |
|-----------------------------|------------------------------|
| <input type="checkbox"/> No | <input type="checkbox"/> Yes |
|-----------------------------|------------------------------|

9.2 REFLECT: Is the teacher able to show you a schedule of marks for reading specifically, such as oral reading fluency/ comprehension/ phonics?

- |   |   |   |
|---|---|---|
| <input type="checkbox"/> N.A. Doesn't show any document                                       | <input type="checkbox"/> Shows a document without reading marks | <input type="checkbox"/> Yes, shows document with general reading marks |
| <input type="checkbox"/> Yes, shows document with reading marks for specific areas of reading |   |   |



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9.3 Did the HOD or SMT member you report to DISCUSS with you these reading marks for last term? (Note to interviewer: If the teacher is an SMT member, ask if someone else checks their marks)

☐ N.A. no reading marks

☐ No

☐ Yes

9.4 What do you think are the possible reasons for why some learners in your class are struggling to read in English language (i.e. LOLT)?

9.5 REFLECT: Does the teacher mention any of the following reasons for why some learners are struggling to read? (Note to interviewer: Tick all that apply.)

☐ Own teaching

☐ Lack of practice at home

☐ Lack of parental support

☐ Fast curriculum

☐ Not enough time to give individual attention to slow learners

☐ Not enough time for language

☐ Not enough reading resources

☐ Dyslexia

☐ Emotional and psychological barriers

☐ Others, specify:\_\_\_\_\_

## 10 TRAINING

10.1 When was the last time you attended training on how to teach reading or how to develop learners' reading skills? (Note to interviewer: If never attended training SKIP to section 11.)

☐ Never

☐ More than 2 years ago

☐ Last year

☐ Terms 1-2 this year

☐ Terms 3 this year

☐ Terms 4 this year

10.2 If yes, how much have you implemented of anything you learnt at this training (on how to teach reading or how to develop learner's reading skills)?

☐ N.A. I never attended training of this kind.

☐ Nothing

☐ A little

☐ A lot

☐ Everything

10.3 If you did attend training, what did you actually learn that you have implemented?

10.4 REFLECT: Does the teacher tell you about anything that they learnt at training on teaching reading that is NOT about policy or file keeping?

☐ N.A. Didn't attend training on reading

☐ No

☐ Yes



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## 11 IMPROVING READING

11.1 What do you think is the ONE MAIN thing that needs to be done to improve reading outcomes in this school? (Note to interviewer: Write response verbatim)

11.2 Imagine a school where most learners can't read and teachers do not know how to teach reading. What would you do if you were sent to help that school – how would you address the problem? (Note to interviewer: Write response verbatim)

11.3 REFLECT on last TWO questions: How much understanding does the respondent seem to have about how to improve reading outcomes? (Note to interviewer: If respondent says 'don't know' or 'not sure' code as "no understanding")

- ☐ No understanding at all      ☐ A little understanding      ☐ Quite a lot of understanding  
☐ A lot of understanding

11.4 How much do you think YOU could improve in the way you teach reading?

- ☐ Not at all, I am good at this already      ☐ I could improve a tiny bit      ☐ I could improve a little  
☐ I could improve a lot

## 12 GOALS

12.1 Can you tell me about any learning or language goals that you or the school have set for grade 6? What are these goals? (Note to interviewer: Write response verbatim)

12.2 REFLECT: Does the respondent mention any reading or writing goals for grade 3?

- ☐ No      ☐ Yes, reading only      ☐ Yes, writing only  
☐ Yes, reading AND writing



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12.3 REFLECT: If the respondent mentions reading or writing, how clear is their description of this goal? (Note: Very vague would be for example just mentioning reading or writing or that more children can read well or write well. Clearer responses would describe what children can read, or the marks obtained in a specific test, or words read correctly per minute, or expression in their voice etc. They may mention the writing of paragraphs, extended texts).

- ☐ N.A. reading or writing not mentioned ☐ Reading or writing mentioned but no further descriptions ☐ Very vague in their description  
☐ Quite clear in their description ☐ Very clear in their description

### 13 CHALLENGES

13.1 In the past year, how much as the school been affected by any of the following:

	Not at all	A little	Quite a lot	A lot	A huge amount
a. Damages to school infrastructure	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
b. Negative changes to school management	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
c. Water supply disruptions	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
d. Community protests	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
e. Strike action by teachers	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
f. Work to rules/go-slow/down tools by teachers	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
g. Conflict among staff	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
h. Violence amongst learners	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
i. Break-ins, robberies or other criminal activity	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

### 14 OBSERVATION AT END OF GRADE 6 INTERVIEW

14.1 OBSERVATION: Where are the textbooks and reading books that the teacher uses to teach grade 3 English language kept or stored?

- ☐ In the classroom, but NOT in a cupboard ☐ In the classroom, IN a cupboard ☐ NOT in the classroom but in another room eg. office

14.2 OBSERVATION: Which of the following books are used to teach grade 6? Tick all that apply. (Note: If books are kept in teacher cupboard or office, ask to see them. Do not count novels, short stories, plays, dramas or poetry that are only in prescribed grade 6 readers. Only tick if you actually see the books.)

- ☐ English textbooks ☐ DBE workbooks ☐ Graded reader for grade 6  
☐ Dictionaries ☐ Novel ☐ Books of short stories  
☐ Poetry books ☐ Dramas, plays ☐ Newspapers or magazines

14.3 OBSERVATION: How many books (excluding DBE workbooks, and learners exercise books) are there in TOTAL to teach the grade 6 English class?

- ☐ None ☐ 1-10 ☐ 11-30  
☐ 31-50 ☐ 51-70 ☐ 71-100  
☐ 101-150 ☐ 151-200 ☐ 201-300  
☐ More than 300



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14.4 OBSERVATION: In general how used do the books look? (Note: Don't consider workbooks or exercise books.)

- |  |  |   |
|--|--|---|
| <input type="checkbox"/> No books in the classroom                     | <input type="checkbox"/> Most books look like they have not been used. | <input type="checkbox"/> A few books look like they have not been used. |
| <input type="checkbox"/> Some books look like they have not been used. | <input type="checkbox"/> Most books look used.                         | <input type="checkbox"/> All books look well used.                      |

14.5 OBSERVATION: Which best describes how any reading, storybooks and/or readers are sorted?

- |   |   |  |
|---|---|--|
| <input type="checkbox"/> N.A. there are no reading books or readers | <input type="checkbox"/> Not stored together, not sorted. | <input type="checkbox"/> Stored together but not sorted at all |
| <input type="checkbox"/> Stored together and sorted into titles     |   |  |

14.6 How organised is the storage of available books in the CLASSROOM? (Note: Extremely disorganised description - no discernable system for organising books. There appear to be books scattered around haphazardly in disarray. Extremely organised description- neat piles, positioned in a clear storage area (e.g. shelf, book case) same books ordered together, books are labelled with students names, easily accessible to teacher or student.)

- |  |   |  |
|--|---|--|
| <input type="checkbox"/> N.A. No books other than exercise or workbooks. | <input type="checkbox"/> Extremely disorganised | <input type="checkbox"/> Mostly disorganised |
| <input type="checkbox"/> Somewhat disorganised                           | <input type="checkbox"/> Somewhat organised     | <input type="checkbox"/> Mostly organised    |
| <input type="checkbox"/> Extremely organised                             |   |  |

## 15 OFFICE ONLY SECTION

15.1 REFLECT: Which of the following best describes the response to the questions on identifying a reading specialist?

- |  |  |  |
|--|--|--|
| <input type="checkbox"/> Does not identify a reading specialist  | <input type="checkbox"/> Identifies 'everyone' as good at teaching reading | <input type="checkbox"/> Identifies one or two people but not by name. |
| <input type="checkbox"/> Identifies one or two specific people by name as being best at teaching reading | <input type="checkbox"/> Identifies self as expert at teaching reading     |  |

15.2 OFFICE ONLY: Which of the following best describes the respondents answer to the question on favourite children's book?

- |   |   |  |
|---|---|--|
| <input type="checkbox"/> Doesn't name any title.            | <input type="checkbox"/> Names a title but I am not sure what genre it is     | <input type="checkbox"/> Names a textbook or school book |
| <input type="checkbox"/> Names a fairytale, e.g. Cinderella | <input type="checkbox"/> Names The Bible, Bible story or other religious text | <input type="checkbox"/> Names a children's book         |

15.3 OFFICE ONLY: Which of the following best describes the respondents answer to the question on last novel read? Tick one.

- |  |   |  |
|--|---|--|
| <input type="checkbox"/> Doesn't name any title.                   | <input type="checkbox"/> Names a title but I am not sure what genre it is | <input type="checkbox"/> Names a magazine or newspaper |
| <input type="checkbox"/> Names 'The Bible' or other religious text | <input type="checkbox"/> Names a textbook or school book                  | <input type="checkbox"/> Names the title of a novel    |



15.4 OFFICE ONLY: To what extent do you agree with the following statement: The teacher's response shows an understanding of what Group Guided Reading is about?

- |  |   |                                |
|--|---|--------------------------------|
| <input type="checkbox"/> Strongly disagree | <input type="checkbox"/> Disagree             | <input type="checkbox"/> Agree |
| <input type="checkbox"/> Strongly agree    | <input type="checkbox"/> Can't be determined. |                                |

15.5 OFFICE ONLY: Does the teacher mention any of the following reasons for why some learners are struggling to read? (Note to interviewer: Tick all that apply.)

- |   |  |   |
|---|--|---|
| <input type="checkbox"/> Own teaching                 | <input type="checkbox"/> Lack of practice at home                                      | <input type="checkbox"/> Lack of parental support             |
| <input type="checkbox"/> Fast curriculum              | <input type="checkbox"/> Not enough time to give individual attention to slow learners | <input type="checkbox"/> Not enough time for language         |
| <input type="checkbox"/> Not enough reading resources | <input type="checkbox"/> Dyslexia  | <input type="checkbox"/> Emotional and psychological barriers |
| <input type="checkbox"/> Others, specify:_____        |  |   |

15.6 OFFICE ONLY: What are the learning or language goals about?

- |   |  |   |
|---|--|---|
| <input type="checkbox"/> No goals mentioned   | <input type="checkbox"/> Improved learning in general                                | <input type="checkbox"/> Better infrastructure, furniture |
| <input type="checkbox"/> Improved handwriting | <input type="checkbox"/> Improved reading  | <input type="checkbox"/> Improved maths                   |
| <input type="checkbox"/> Discipline           | <input type="checkbox"/> Percentage of class that reach a certain pass mark or level | <input type="checkbox"/> Pass marks in general            |
| <input type="checkbox"/> Better LTSM          | <input type="checkbox"/> Other, specify  |   |

15.7 OFFICE ONLY: If the respondent mentions reading or writing, how clear is their description of this goal? (Note: Very vague would be for example just mentioning reading or writing or that more children can read well or write well. Clearer responses would describe what children can read, or the marks obtained in a specific test, or words read correctly per minute, or expression in their voice etc. They may mention the writing of paragraphs, extended texts).

- |  |   |  |
|--|---|--|
| <input type="checkbox"/> N.A. reading or writing not mentioned | <input type="checkbox"/> Reading or writing mentioned but no further descriptions | <input type="checkbox"/> Very vague in their description |
| <input type="checkbox"/> Quite clear in their description      | <input type="checkbox"/> Very clear in their description                          |  |

15.8 OFFICE USE ONLY: How much understanding does the respondent seem to have about how to improve reading outcomes?

- |  |   |   |
|--|---|---|
| <input type="checkbox"/> No understanding at all | <input type="checkbox"/> A little understanding | <input type="checkbox"/> Quite a lot of understanding |
| <input type="checkbox"/> A lot of understanding  |   |   |

