

ESRC
SCHOOL FUNCTIONALITY: LEADERSHIP FOR LITERACY SURVEY

1 BACKGROUND

1.1 School Name

1.2 Province

1.3 Date

1.4 Data collector

2 BEGINNING OF DAY QUESTIONS FOR FIELDWORK DAY PLANNING

2.1 How many educators are there in the school? (Note: Educators are all people who TEACH in this school including SGB teachers, department paid teachers and grade R teachers).

2.2 How many classrooms (including grade R) are there in this school in total? (Instruction: Ask an administrator or the principal for this information and where they are. Definition of classroom: Any room that can reasonably accommodate students in class and a teacher. Mobile classrooms and containers converted into classrooms should also be counted as a classroom. You may need to ask the principal. The number should be written as digits.)

2.3 a. Does the school have a small/tea break for grade 3?

☐ Yes

☐ No

2.4 b. If yes, what time does it start? (Code: 997 is not applicable)

2.5 c. If yes, how long in MINUTES is small/tea break for grade 3? (Code: 97 is not applicable)

2.6 a. Does the school have a small/tea break for grade 6?

☐ Yes

☐ No

2.7 b. If yes, what time does it start? (Code: 997 is not applicable)



NONE



4153152115 0001

ESRC
SCHOOL FUNCTIONALITY: LEADERSHIP FOR LITERACY SURVEY

2.8 c. If yes, how long in MINUTES is small/tea break for grade 6? (Code: 97 is not applicable)

2.9 a. Does the school have a big/lunch break for grade 3?

☐ Yes

☐ No

2.10 b. If yes, what time does it start? (Code: 997 is not applicable)

2.11 c. If yes, how long in MINUTES is lunch/big break for grade 3? (Code: 97 is not applicable)

2.12 a. Does the school have a big/lunch break for grade 6?

☐ Yes

☐ No

2.13 b. If yes, what time does it start? (Code: 997 is not applicable)

2.14 c. If yes, how long in MINUTES is lunch/big break for grade 6? (Code: 997 is not applicable)

2.15 Is there a morning breakfast feeding scheme for all learners in the school?

☐ Yes

☐ No

2.16 a. Will school feeding (other than breakfast) take place today?

☐ Yes

☐ No

2.17 b. If yes, is school feeding scheduled to take place at a time different from tea break or lunch break?

☐ Yes

☐ No

2.18 c. If yes, what time does school feeding start if it takes place at a different time from tea or lunch break?
(Code: 997 is not applicable)

2.19 Any further comments on the questions above?



NONE



4153152115 0002

ESRC
SCHOOL FUNCTIONALITY: LEADERSHIP FOR LITERACY SURVEY

3 FIRST SET OF CLASSROOM CHECKS (to be completed before 9.30AM)

3.1 What time did you start this walk around? Note: Enter in HH:MM format, eg. 09:15

Instruction: Before you start this activity make sure you find out first how many classrooms there are and WHERE they are. Walk around the school and look into ALL classrooms before 9.30am and at least 5-10 minutes into the start of a lesson period time. Initially keep a tally in the 5 tally category boxes as you go along then enter TOTALS at the end.

Instruction: Space for TALLYs for A-E

3.2 A. Classroom TALLY: PRESENT teacher IS-TEACHING students

3.3 B. Classroom TALLY: PRESENT teacher NOT-TEACHING, students ARE-ENGAGED in an activity

3.4 C. Classroom TALLY: PRESENT teacher NOT-TEACHING, students are NOT-ENGAGED in an activity

3.5 D. Classroom TALLY: ABSENT teacher, students in classroom

3.6 E. Classroom TALLY: Classroom NOT UTILISED at all (i.e. no students)

Instruction: Enter final TOTALS for A-E

3.7 A. TOTAL number of classrooms with PRESENT teacher who IS-TEACHING (including all productive educational activity e.g. actively invigilating examination, actively supervising learners' reading)

3.8 B. TOTAL number of classrooms with PRESENT teacher who is NOT-TEACHING but students ARE-ENGAGED in a learning activity. (Note: Teacher is considered not-teaching if not doing any productive educational activity e.g. eating, just sitting, marking, chatting to a friend, etc.)

3.9 C. TOTAL number of classrooms with PRESENT teacher who is NOT-TEACHING but students NOT-ENGAGED in a learning activity. (Note: The teacher is considered not-teaching if they are not doing any productive educational activity e.g. eating, just sitting, marking, chatting to a friend, etc.)

3.10 D. TOTAL number of classrooms with ABSENT teacher but there are number of students in the classroom.



NONE



4153152115 0003

ESRC
SCHOOL FUNCTIONALITY: LEADERSHIP FOR LITERACY SURVEY

- 3.11 E. TOTAL number of classrooms NOT UTILISED at all (i.e. no students in it) at time of walk-about.
(Note: If there are one or two teachers in the classroom but no students DO NOT count this as being utilised.)

- 3.12 In how many classes did learners seem to be listening or working?

☐ None ☐ Very few ☐ A few
☐ Most of them ☐ All of them

- 3.13 Any further comments on the questions above?

4 OBSERVATIONS AROUND BREAKS OR LUNCH TIME AND SCHOOL FEEDING

Instruction: Grade 6 and 3 fieldworkers should also pay attention to this.

- 4.1 When did ANY school feeding related activities start for grade 6s? Note: Activities include for example any teachers or students leaving classrooms to collect utensils, food or water. Ask the grade 6 fieldworker to keep track of this.

☐ Before the start of the scheduled tea or lunch break ☐ At the start of the tea or lunch break ☐ Other, specify:

- 4.2 During break time was there any teacher on duty supervising students?

☐ Yes ☐ No ☐ Not sure

- 4.3 How much area in the grounds is there for children to play at break time?

☐ There is NO area at all for playing ☐ There is an area to play BUT it is not big enough for the number of students ☐ There is an area for playing AND it is big enough for the number of students

- 4.4 How many learners returned promptly to class after break-time?

☐ Very few ☐ A few ☐ Most of them
☐ All of them ☐ Don't know

- 4.5 How many teachers returned promptly to class after break-time?

☐ Very few ☐ A few ☐ Most of them
☐ All of them ☐ Don't know



NONE



4153152115 0004

ESRC
SCHOOL FUNCTIONALITY: LEADERSHIP FOR LITERACY SURVEY

4.6 Any further comments on the questions above?

5 LAST SET OF CLASSROOM CHECKS (to be completed before 12.30PM)

5.1 What time did you start this walk around? Note: Enter in HH:MM format, eg. 12:15

Instruction: Before you start this activity make sure you find out first how many classrooms there are and where they are. Walk around the school and look into ALL classrooms before 12.30pm and after 11.30pm and at least 5-10 minutes into the start of a lesson period time. Initially keep a tally in the 5 tally category boxes as you go along then enter TOTALS at the end.

Instruction: Space for TALLYs for A-E

5.2 A. Classroom TALLY: PRESENT teacher IS-TEACHING students

5.3 B. Classroom TALLY: PRESENT teacher NOT-TEACHING, students ARE-ENGAGED in an activity

5.4 C. Classroom TALLY: PRESENT teacher NOT-TEACHING, students are NOT-ENGAGED in an activity

5.5 D. Classroom TALLY: ABSENT teacher, students in classroom

5.6 E. Classroom TALLY: Classroom NOT UTILISED at all (i.e. no students)

Instruction: Enter final TOTALS for A-E

5.7 A. TOTAL number of classrooms with PRESENT teacher who IS-TEACHING (including all productive educational activity e.g. actively invigilating examination, actively supervising learners' reading)

5.8 B. TOTAL number of classrooms with PRESENT teacher who is NOT-TEACHING but students ARE-ENGAGED in a learning activity. (Note: Teacher is considered not-teaching if not doing any productive educational activity e.g. eating, just sitting, marking, chatting to a friend, etc.)



NONE



4153152115 0005

ESRC
SCHOOL FUNCTIONALITY: LEADERSHIP FOR LITERACY SURVEY

5.9 C. TOTAL number of classrooms with PRESENT teacher who is NOT-TEACHING but students NOT-ENGAGED in a learning activity. (Note: The teacher is considered not-teaching if they are not doing any productive educational activity e.g. eating, just sitting, marking, chatting to a friend, etc.)

5.10 D. TOTAL number of classrooms with ABSENT teacher but there are number of students in the classroom.

5.11 E. TOTAL number of classrooms NOT UTILISED at all (i.e. no students in it) at time of walk-about. (Note: If there are one or two teachers in the classroom but no students DO NOT count this as being utilised.)

5.12 In how many classes did learners seem to be listening or working?

- | | | |
|---------------------------------------|--------------------------------------|--------------------------------|
| <input type="checkbox"/> None | <input type="checkbox"/> Very few | <input type="checkbox"/> A few |
| <input type="checkbox"/> Most of them | <input type="checkbox"/> All of them | |

5.13 Any further comments on the questions above?

6 BUILDINGS (CAN BE COMPLETED AT END OF SCHOOL DAY)

6.1 How clean or dirty are the learner toilets?

- | | | |
|---|--|-------------------------------------|
| <input type="checkbox"/> N.A. None at school. | <input type="checkbox"/> Extremely dirty | <input type="checkbox"/> Very dirty |
| <input type="checkbox"/> A little dirty | <input type="checkbox"/> Clean | <input type="checkbox"/> Very clean |

6.2 How clean or dirty are the staff toilets (Note: Must be separate from learner toilets)?

- | | | |
|---|--|-------------------------------------|
| <input type="checkbox"/> N.A. None at school. | <input type="checkbox"/> Extremely dirty | <input type="checkbox"/> Very dirty |
| <input type="checkbox"/> A little dirty | <input type="checkbox"/> Clean | <input type="checkbox"/> Very clean |

6.3 How many of the flush learner toilets are in working order?

- | | | |
|---|---------------------------------------|--------------------------------------|
| <input type="checkbox"/> N.A. No flush toilets. | <input type="checkbox"/> None | <input type="checkbox"/> Very few |
| <input type="checkbox"/> A few | <input type="checkbox"/> Most of them | <input type="checkbox"/> All of them |

6.4 How maintained are the gardens?

- | | | |
|---|---|--|
| <input type="checkbox"/> N.A. No garden area at school. | <input type="checkbox"/> Not maintained | <input type="checkbox"/> Acceptably maintained |
| <input type="checkbox"/> Well-maintained | | |



NONE



4153152115 0006

ESRC
SCHOOL FUNCTIONALITY: LEADERSHIP FOR LITERACY SURVEY

6.5 In what condition are the general buildings?

- | | | |
|--|--|---|
| <input type="checkbox"/> N.A. None at school. | <input type="checkbox"/> Terrible condition (Dilapidated or falling apart) | <input type="checkbox"/> Poor condition |
| <input type="checkbox"/> Acceptable condition. They maintain what they have but could be improved. | <input type="checkbox"/> Excellent condition. No need for improvement | |

6.6 In what condition is the perimeter fence?

- | | | |
|--|--|---|
| <input type="checkbox"/> N.A. None at school. | <input type="checkbox"/> Terrible condition (Dilapidated or falling apart) | <input type="checkbox"/> Poor condition |
| <input type="checkbox"/> Acceptable condition. They maintain what they have but could be improved. | <input type="checkbox"/> Excellent condition. No need for improvement | |

6.7 In what condition is/are the playground/s?

- | | | |
|--|--|---|
| <input type="checkbox"/> N.A. None at school. | <input type="checkbox"/> Terrible condition (Dilapidated or falling apart) | <input type="checkbox"/> Poor condition |
| <input type="checkbox"/> Acceptable condition. They maintain what they have but could be improved. | <input type="checkbox"/> Excellent condition. No need for improvement | |

6.8 How inviting (i.e. a welcoming environment) is the reception area? Note: A reception is usually a place outside the secretary's office.

- | | | |
|--|---|--------------------------------------|
| <input type="checkbox"/> N.A. No reception area at school. | <input type="checkbox"/> Very un-inviting | <input type="checkbox"/> Un-inviting |
| <input type="checkbox"/> Somewhat inviting | <input type="checkbox"/> Very inviting | |

6.9 How much student art or student work is displayed in hallways or in the reception?

- | | | |
|--------------------------------|-----------------------------------|--------------------------------------|
| <input type="checkbox"/> None | <input type="checkbox"/> A little | <input type="checkbox"/> Quite a lot |
| <input type="checkbox"/> A lot | | |

6.10 How would you describe the staff room in the school?

- | | | |
|---|--|---|
| <input type="checkbox"/> N.A. None at school. | <input type="checkbox"/> Too small to hold meetings with all staff | <input type="checkbox"/> Big enough to hold meetings with all staff |
|---|--|---|

6.11 How many books are there in the school library? (Note: This is about the school library, not classroom corner or mobile libraries.)

- | | | |
|---|--|--|
| <input type="checkbox"/> N.A. No school library in this school. | <input type="checkbox"/> Very few books. | <input type="checkbox"/> Quite a few books |
| <input type="checkbox"/> Lots of books. | | |

6.12 How inviting (i.e. an environment that children could enjoy) is the school library for young people?

- | | | |
|---|---|--------------------------------------|
| <input type="checkbox"/> N.A. No school library in this school. | <input type="checkbox"/> Very un-inviting | <input type="checkbox"/> Un-inviting |
| <input type="checkbox"/> Somewhat inviting | <input type="checkbox"/> Very inviting | |



NONE



4153152115 0007

ESRC
SCHOOL FUNCTIONALITY: LEADERSHIP FOR LITERACY SURVEY

6.13 Have you taken photos of the school grounds, buildings, library etc on the tablet?

☐ Yes

☐ No

6.14 Any further comments on the questions above?

7 END OF DAY QUESTIONS (CAN BE COMPLETED AT END OF SCHOOL DAY)

7.1 How does the academic school day end for grade 6?

☐ There is a clear end point when everyone leaves or starts other activities like sport, music, etc

☐ No clear end point: teachers and learners leave when it suits them over a period of time

7.2 What time did the majority of teachers leave school today? Note: Enter in HH:MM format, eg. 14:15

7.3 a. Was school teaching disrupted by some event (e.g. sports, meeting, memorial, etc.)?

☐ Yes

☐ No

7.4 b. If yes, please describe what this disruption was?

7.5 How many learners greeted you during the day as you walked around?

7.6 Were cultural or sports activities taking place for learners after the official school day ended?

☐ Yes

☐ No

☐ Not sure

7.7 Was there a unifying assembly or gathering event of learners during the school day?

☐ Yes

☐ No

☐ Not sure

7.8 How co-operative was the SMT to researchers on days of visit?

☐ Very co-operative

☐ Somewhat co-operative

☐ unco-operative

☐ Very unco-operative

7.9 a. Did any of the SMT have to leave school during the day (or before the end of the official school day?)

☐ Yes

☐ No

☐ Don't know



NONE



4153152115 0008

ESRC
SCHOOL FUNCTIONALITY: LEADERSHIP FOR LITERACY SURVEY

7.10 b. If yes, for what reason/s did the SMT members leave the school during the day?

7.11 During class, how many learners were outside of classrooms?

- | | | |
|-------------------------------|-------------------------------------|---------------------------------------|
| <input type="checkbox"/> None | <input type="checkbox"/> One or two | <input type="checkbox"/> Several many |
| <input type="checkbox"/> All | <input type="checkbox"/> Don't know | |

7.12 Did it rain on the day of the visit?

- | | | |
|---|---|---|
| <input type="checkbox"/> No | <input type="checkbox"/> Yes, light drizzle | <input type="checkbox"/> Yes, more than a drizzle |
| <input type="checkbox"/> Yes, pouring with rain!! | | |

7.13 How hot was it on the day of the visit?

- | | | |
|--|------------------------------|-----------------------------------|
| <input type="checkbox"/> Cool/cold | <input type="checkbox"/> Hot | <input type="checkbox"/> Very hot |
| <input type="checkbox"/> Extremely hot | | |

7.14 Lastly, if you had a child would you be happy to send him/her to this school?

- | | | |
|--|-----------------------------|------------------------------|
| <input type="checkbox"/> Definitely not | <input type="checkbox"/> no | <input type="checkbox"/> yes |
| <input type="checkbox"/> Yes, definitely | | |

7.15 Any further important things we should know about what happened on the day of the visit?



NONE



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