

DEPUTY PRINCIPAL INTERVIEW: LEADERSHIP FOR LITERACY SURVEY

Dear Deputy Principal

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

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. This interview will take 40 minutes.

- **It may seem that we are asking similar questions as when we last visited. However, this is a necessary part of the process in designing questionnaires for understanding how the school is managed and lead.**
- **Next year we will provide a report to the school on the project findings.**

We would like to gather some information from you today on your experiences in this school.

- 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.
- Please answer as things *actually* are, not how they should be.

To complete the interview, we will need the following documents:

- List of books and/or records of book retrievals

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 DEPUTY PRINCIPAL:

I (name) _____ agree to participate in this interview.

Signed _____ on this date _____.

Instructions

1. Please use a black pen to complete the following survey.
2. For all multiple choice questions, please select only ONE response unless otherwise specified.
3. To select an answer, mark an X through the box next to the answer you would like to select.
4. 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 DEPUTY PRINCIPAL:

0.4 DATA COLLECTOR:

1 BACKGROUND

1.1 What is your current position in this school?

- ☐ The permanently appointed deputy principal ☐ The acting deputy principal ☐ Other person, specify

1.2 For how long have you been in your current position in this school?

Years Months

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

Years Months

1.4 What is the language of learning and teaching (i.e. LOLT) in the foundation phase in this school?

- ☐ isiZulu ☐ Sepedi ☐ Xitsonga
☐ TshiVenda ☐ SeSotho ☐ English
☐ Other, specify:

1.5 What percentage of learners in this school travel more than 10 km a day to get to school? (Note to PROBE: Give your best guess?)

- ☐ 0-5% ☐ 6-10% ☐ 11-20%
☐ 21-30% ☐ 31-40% ☐ 41-50%
☐ More than 50%



40754



3783142251 0001

2 GOALS

2.1 Can you tell me about any learning or language goals that have been set for grade 3? If so, could you tell me what these goals are? (Note to interviewer: Write response verbatim.)

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

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

2.3 REFLECT: If the respondent mentions reading or writing for grade 3, how clear is their description of this goal? (Note to interviewer: 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 correct per minute, or expression in their voice etc. They would mention the writing of paragraphs, extended texts).

- ☐ N.A. reading or writing not mentioned ☐ Vague description ☐ Quite clear description
☐ Very clear description ☐ Can't determine

2.4 Can you tell me about any learning or language goals that have been set for grade 6? If so, could you tell me what these goals are? (Note to interviewer: Write response verbatim.)

2.5 REFLECT: Does the respondent mention any reading or writing goals for grade 6?

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

2.6 REFLECT: If the respondent mentions reading or writing for grade 6, how clear is their description of this goal? (Note to interviewer: 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 correct per minute, or expression in their voice etc. They would mention the writing of paragraphs, extended texts).

- ☐ N.A. reading or writing not mentioned ☐ Vague description ☐ Quite clear description
☐ Very clear description ☐ Can't determine



40754



3783142251 0002

2.7 What percentage of grade 6 learners 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 | |

3 FUNDRAISING

3.1 Can you tell me about a time when the school principal tried to get monies or resources donated to this school? (Note to PROBE: Who did the principal approach: NGOs, business, or other community networks? Was anything given? Can you tell me what this is? When did this take place?)

3.2 In the past TWO years specifically has the school had any fundraising events or been involved with net-working with the community or other organisations to improve resources in this school?

- ☐ No ☐ Yes

3.3 If yes, please explain what this involved?

3.4 Roughly how much was donated (monies, resources or people's time) through these efforts?

3.5 Did any of the fundraising or networking directly result in more resources to support reading in this school such as books, library, or library corners?

- ☐ No ☐ Yes ☐ N.A. no fundraising or network-ing



40754



3783142251 0003

3.6 How much has the principal tried to get monies or resources donated to this school?

- ☐ Has not really tried ☐ Has tried somewhat ☐ Has tried a lot. Clear action taken to get donations/ resources donated.

3.7 REFLECT: Did these networking efforts occur within the past two years?

- ☐ N.A. no fundraising or networking ☐ No ☐ Yes

3.8 REFLECT: Were any of the donations or monies raised related to improving the school literacy environment, for example any books donated, libraries improvements?

- ☐ N.A. no fundraising or networking ☐ No ☐ Yes

4 INVENTORY MANAGEMENT

4.1 Does this school have any way of managing the number textbooks and other LTSM material they have such as an inventory list or record of book retrievals? (Note to PROBE: Is there a school or phase level list of books? Do teachers keep their own list of books? Is there a system for book retrievals?) (Note to interviewer: Invoices for books purchased do not count as a book inventory list or way of managing books)

- ☐ No ☐ Yes, there is a school LTSM inventory or book retrieval list ☐ Yes, but teachers only keep specific lists for their class.
☐ I am not sure

4.2 If so, can you please show me these records? REFLECT EVIDENCE: Was the respondent able to produce an inventory list or evidence of book retrievals? (Note to interviewer: Tick all that apply. A stock register of furniture or other assets usually does not contain information on books).

- ☐ No school LTSM inventory list or book retrieval list exists ☐ No school LTSM inventory list or book retrieval list shown but I am told it exists ☐ Yes, a school LTSM inventory list is shown
☐ Yes, school record of book retrievals is shown ☐ Yes, other specify

4.3 REFLECT EVIDENCE: How up to date are the LTSM inventory or book retrieval documents?

- ☐ N.A. No records or documents could be shown. ☐ The document does not look like it was updated this year. ☐ The document looks like it was updated this year.

4.4 REFLECT EVIDENCE: Which of the following details are present in the LTSM inventory or book retrieval documents? (Note to interviewer: Tick all that apply.)

- ☐ N.A. No records or documents could be presented. ☐ There are details on books/textbooks numbers ☐ There are details on book/textbook titles
☐ There are details on books lost or that need to be replaced



4.5 Interviewer: Any further comments on this section or points for clarification?

5 QUALIFICATIONS, SPECIALISATIONS

5.1 In your opinion, how many foundation phase educators in this school LACK the necessary expertise and training to teach reading?

- | | | |
|--------------------------------------|----------------------------|----------------------------|
| <input type="checkbox"/> None | <input type="checkbox"/> 1 | <input type="checkbox"/> 2 |
| <input type="checkbox"/> 3 | <input type="checkbox"/> 4 | <input type="checkbox"/> 5 |
| <input type="checkbox"/> More than 5 | | |

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

- | | | |
|---|--|--|
| <input type="checkbox"/> Not yet qualified as a teacher | <input type="checkbox"/> Diploma from teacher training college | <input type="checkbox"/> Advanced Certificate in Education (ACE) |
| <input type="checkbox"/> Four year teaching degree | <input type="checkbox"/> Honours or higher post-graduate degree in education from university | <input type="checkbox"/> PGCE from university |
| <input type="checkbox"/> other, specify | | |

5.3 In what SUBJECT/S was your specific specialisation? (Note to interviewer: Tick all that apply.)

- | | | |
|--|--|--------------------------------------|
| <input type="checkbox"/> African language | <input type="checkbox"/> English | <input type="checkbox"/> Mathematics |
| <input type="checkbox"/> Natural sciences | <input type="checkbox"/> Life science | <input type="checkbox"/> EMS |
| <input type="checkbox"/> Life orientation or life skills | <input type="checkbox"/> Other, specify_____ | |

5.4 In what PHASE was your specific specialisation?

- | | | |
|---|---|--|
| <input type="checkbox"/> General primary | <input type="checkbox"/> ECD | <input type="checkbox"/> Foundation phase |
| <input type="checkbox"/> Intermediate phase | <input type="checkbox"/> Senior phase | <input type="checkbox"/> FET phase (gr10-12) |
| <input type="checkbox"/> Senior primary (std 4-7) | <input type="checkbox"/> Junior primary (std 1-3) | <input type="checkbox"/> Other, specify_____ |

5.5 Did you ever specialise or receive training in teaching READING or LANGUAGE? Can you tell me about this?



5.6 REFLECT: Which of the following best describes whether the respondent ACTUALLY specialised or received training in teaching READING or LANGUAGE?

- ☐ No specialisation in reading or language.
- ☐ Training was part of general training for all primary teachers (i.e not a specific specialisation)
- ☐ ACE in language or short course in language or teaching reading
- ☐ English or African language was one of my subject majors

6 READING SPECIALIST

6.1 Who would you say is the best at teaching reading in the school or at each grade? Can you tell me who this person is?

6.2 If a teacher needs help with teaching reading to a struggling learner, is there someone in the school they can go to for help?

- ☐ No
- ☐ Yes, many people in this school could give expert support.
- ☐ Yes, a few people in this school could give expert support.
- ☐ Yes, one or two people in this school could give expert support
- ☐ I could give them expert support.

6.3 If yes, who is this person or people?

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

- ☐ N.A.
- ☐ No
- ☐ Yes

6.5 REFLECT: Which of the following best describes the response to the above question?

- ☐ Does not identify a reading specialist
- ☐ Identifies 'everyone' as good at teaching reading
- ☐ Identifies one or two people but not by name.
- ☐ Identifies one or two specific people by name as being best at teaching reading
- ☐ Identifies self as expert at teaching reading

6.6 Interviewer: Any further comments on this section or points for clarification?

6.7 If you have a library, is there a librarian that actually works in the school library?

- ☐ N.A. There is NO school library.
- ☐ No
- ☐ Yes



40754



3783142251 0006

6.8 In this school is there a time-table or schedule for SMT classroom observations of teachers?

☐ No

☐ Yes

7 ROLES AND RESPONSIBILITIES HOD, DEPUTY

7.1 How does this school allocate the role (roles) of the deputy (or deputies)? How do these roles differ from the principal? If there are more than two deputies: how do roles differ across each deputy? (Note to interviewer: Please write responses verbatim.)

7.2 How do you assign the roles of HODs? PROBE: Do they have responsibilities for certain grades, phases, subjects? (Note to interviewer: Please write responses verbatim)

7.3 REFLECT: Which of the following best describes how the roles and responsibilities of deputies are defined?

☐ Only ONE deputy, no distinct responsibilities from principal

☐ Only ONE deputy, distinct responsibilities from principal

☐ More than one deputy, no distinct responsibilities across deputies and principal

☐ More than one deputy, distinct responsibilities across deputies and principal

7.4 REFLECT: By which of the following factors are the roles and responsibilities of the HODs defined or allocated? (Note to interviewer: Tick all that apply)

☐ No clear factors distinguishing defining roles across HODs

☐ Administrative tasks

☐ Phase

☐ Grade

☐ Subjects

7.5 Is anyone in the management team responsible for overseeing reading in order to improve the teaching of reading in this school? If there is such a person, can you tell me what they do in relation to reading?



7.6 REFLECT: Is anyone in the management team responsible for overseeing reading in order to improve the teaching of reading in this school?

- | | | |
|---|---|---|
| <input type="checkbox"/> No-one has this portfolio (or mentions that everyone has this portfolio) | <input type="checkbox"/> Vaguely mentions that the principal or DP or an HOD has this portfolio | <input type="checkbox"/> Mentions by name the specific person with responsibility to oversee reading and its promotion in the school. |
|---|---|---|

7.7 REFLECT: Does the respondent specifically mention that this role involves monitoring HOW reading is taught by teachers or training teachers on how reading is taught?

- | | | |
|--|-----------------------------|------------------------------|
| <input type="checkbox"/> N.A. No SMT member overseeing reading | <input type="checkbox"/> No | <input type="checkbox"/> Yes |
|--|-----------------------------|------------------------------|

8 READING PROGRAMMES

8.1 Is there a dedicated period on your timetable when everyone in the school reads?

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

8.2 Have there ever been any reading programmes in this school?

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

8.3 Are there CURRENTLY any programmes to support reading in this school? If there are, can you tell me more about this?

8.4 If there are any reading programmes, who first initiated (or decided to implement) these programmes? (Note to interviewer: Tick all that apply.)

- | | | |
|---|--|---|
| <input type="checkbox"/> N.A. no reading programmes | <input type="checkbox"/> The district | <input type="checkbox"/> NGOs or other outside organisation |
| <input type="checkbox"/> The school management team | <input type="checkbox"/> An educator within the school | <input type="checkbox"/> Other, specify |

8.5 How often do reading programmes take place in the school? (Note to interviewer: If there is more than one programme, ask about the most commonly occurring programme.)

- | | | |
|---|--|--|
| <input type="checkbox"/> N.A. no reading programmes | <input type="checkbox"/> Not being implemented currently | <input type="checkbox"/> Termly |
| <input type="checkbox"/> Monthly | <input type="checkbox"/> Once a week | <input type="checkbox"/> More than once a week |
| <input type="checkbox"/> Everyday | | |

8.6 Who participates in these reading programmes?

- | | | |
|--|--|---|
| <input type="checkbox"/> N.A. no reading programmes | <input type="checkbox"/> Only a few learners in the school | <input type="checkbox"/> Only a few classes or grades in the school |
| <input type="checkbox"/> Most learners in the school | <input type="checkbox"/> All learners in the school | |



40754



3783142251 0008

8.7 REFLECT: Which of the following reading programmes are mentioned?

- | | | |
|---|--|--|
| <input type="checkbox"/> N.A. No reading programmes | <input type="checkbox"/> Drop everything and read | <input type="checkbox"/> Spelling Bee |
| <input type="checkbox"/> Readathon | <input type="checkbox"/> Reading period for the WHOLE school at a specified time | <input type="checkbox"/> Reading in assembly |
| <input type="checkbox"/> Other NGO programme | <input type="checkbox"/> Other, specify: | |

9 READING IMPROVEMENT

9.1 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.)

9.2 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.)

9.3 REFLECT: How much understanding does the respondent seem to have about how to improve reading outcomes? (Note to interviewer: if responds 'don't know' or 'not sure' code as "no understanding")

- | | | |
|--|---|---|
| <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 | | |

10 CHALLENGES

10.1 In the past year, how much has the school been affected by any of the following factors?

- | | 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"/> |



40754



3783142251 0009

11 OFFICE ONLY

11.1 OFFICE ONLY: If the respondent mentions reading or writing regarding grade 3 goals, 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 correct per minute, or expression in their voice etc. They would mention the writing of paragraphs, extended texts).

- | | | |
|--|--|--|
| <input type="checkbox"/> N.A. reading or writing not mentioned | <input type="checkbox"/> Vague description | <input type="checkbox"/> Quite clear description |
| <input type="checkbox"/> Very clear description | <input type="checkbox"/> Can't determine | |

11.2 OFFICE ONLY: If the respondent mentions reading or writing regarding grade 6 goals, how clear is their description of this goal? (See note above)

- | | | |
|--|--|--|
| <input type="checkbox"/> N.A. reading or writing not mentioned | <input type="checkbox"/> Vague description | <input type="checkbox"/> Quite clear description |
| <input type="checkbox"/> Very clear description | <input type="checkbox"/> Can't determine | |

11.3 OFFICE ONLY: How much has the principal tried to get monies or resources donated to this school?

- | | | |
|---|---|---|
| <input type="checkbox"/> Has not really tried | <input type="checkbox"/> Has tried somewhat | <input type="checkbox"/> Has tried a lot. Clear action taken to get donations/ resources donated. |
|---|---|---|

11.4 OFFICE ONLY: Which of the following best describes the response to the questions on identifying 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 | |

11.5 OFFICE ONLY: Is anyone in the management team responsible for overseeing reading in order to improve the teaching of reading in this school?

- | | | |
|---|---|---|
| <input type="checkbox"/> No-one has this portfolio (or mentions that everyone has this portfolio) | <input type="checkbox"/> Vaguely mentions that the principal or DP or an HOD has this portfolio | <input type="checkbox"/> Mentions by name the specific person with responsibility to oversee reading and its promotion in the school. |
|---|---|---|

11.6 OFFICE ONLY: Does the respondent specifically mention that this role involves monitoring HOW reading is taught by teachers or training teachers on how reading is taught?

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

11.7 OFFICE 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 | | |



40754



3783142251 0010