Case study school C(H):
Raw case study notes

Name of study:

Leadership for literacy or officially "Succeeding Against the Odds: Understanding resilience and exceptionalism in high-functioning township and rural primary schools in South Africa".

UNIVERSITEIT STELLENBOSCH UNIVERSITY

RESEP
Research on Socio-Economic Policy

E·S·R·C ECONOMIC & SOCIAL RESEARCH COUNCIL
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Research jointly supported by the ESRC and DFID

SCHOOL NAME: C(H)
Date of visit: 5-7 June 2017
Researchers: N T, G W

Note: I have followed the titles and sub-questions of the case study reporting framework exactly. It has resulted in repetition in parts but this is to simplify cross referencing of findings across the multiple case studies.

1. SCHOOL BACKGROUND AND CONTEXT
- Confirm quintile of school:

This is a non-fee paying, quintile 2 school although this is a fully functional Section 21 school. Although this is a no-fee school there are substantial other 'hidden' costs of attending this institution which likely amount to a *minimum* of R3600 per year for the majority of learners:
- An annual R100 security fee requirement from each child.
- Travel costs to the school (70% of learners come from M area, paying R350-370 per month on transport.)

C(H) school was named after the man himself who owned large tracts of sugar cane farming land in the area. It was a former House of Delegates (Indian department of education, formerly state-aided) school. Ownership of the school property was transferred by the B family to the state in the 1990s; a decision which they now regret. The surrounding farm area, however, is still owned by the family - a dynasty of B B and his enterprising decedents including H. The linkage with the B family not only in founding the school but in the legacy of family school principals and teachers that have resourced the school, has provided a long-standing source of social capital which the school can tap into. The neighbouring B farm maintains the school sports field at no cost to the school and helps with maintenance at select times. Mr V B, the incumbent school principal, is an enterprising individual that taps into his networks with local business, community and club boards on which he currently sits to secure financial support for the school. Annual golf days take place at next door P G golf estate for example.

Figure 1: Entrance to the school, school surrounds (sugar cane farm land), Inner quad of the school.

- confirm language policy of school – LOLT and FAL:

The LOLT in the FP is English, FAL is isiZulu. There is a very strict adherence to English as the spoken language in the school and as a medium of instruction, even though the majority of learners are isiZulu mother tongue speakers. The majority of teachers in the school are of Indian, English-speaking decent and as a result language switching does not typically happen in class. The English LOLT language policy of the school is apparently a major drawcard for parents. In 2017 they received about 350 applications but only had place for 60 additional students (although this seems too little given the intent to raise the enrollment numbers). Despite the demand, the principal does not indicate that spaces are awarded on the basis of merit, rather "first-come-first-served basis" so merit testing is unlikely to bias the student sample (although one would need to confirm this by speaking to a parent or two).

- Description of learner SES:

The key indicator that these children are possibly wealthier than many in our total ESRC sample is that a large proportion of the learners, roughly 70%, are travelling from M township which is about 30km away, paying R350-400 per month for transport. This becomes a de-facto school fee cost even though the school is non-fee paying. The identified drawcard of the school (according to the teachers) is its

functional history and most importantly that it is its medium of instruction is English, a necessary requirement for acceptance into neighbouring feeder schools such as S Secondary, S High, S M Secondary and ML S. The teachers identified that the parents of the learners have themselves attended multi-racial schools, which is not unexpected given the large Indian population and associated schools in the surrounding S area. As a consequence, isiZulu parents are identified as being more proficient in English reading and writing than in isiZulu reading and writing despite isiZulu being a dominant mother-tongue spoken language. It is important to note that there are some Indian and Coloured children in the school. Historically, however, the learner population was dominated by an Indian learner composition but many of the Indian families moved away from the area. The school experienced a decline in, not only the number of Indian learners, but total enrolment.

- General state of school from School observation:
This is a well maintained educational facility, with brick and mortar classrooms that are in good working order. The school has functional flush type learner toilets and all classrooms have been recently retiled. A full-time grounds-man cares for the field, grassed play area, gardens and vegetable gardens. There is a large grassed sports field and in general this is a very pleasant facility with attractive sugar cane surrounds. It is also strikes us as being a very clean facility, organized and under control. When we walked around the school it was evident that learners were in class, teachers were typically engaged in lessons and there is very little noise erupting from the classroom – a consistent pattern observed over the three day visit.

With the exception of expanding the size of the library, and introduce a computer facility, we observed no other pressing infrastructural need. However, the principal does intend to increase enrolment to 520 (from 408), the point at which the school can employ at Deputy Principal. This will require buying mobile or building new classrooms as the current classroom facilities could not comfortably accommodate more learners without overcrowding classrooms. The IP classes are already sitting at almost 60 learners.

- No. of learners and teachers:
408 learners, 13 teachers, 2 student teachers, 1 clerk, 1 cleaner, 1 grounds-man

- Total school budget:
The school allocation for 2017 is R 333 295. This allocation is based on 349 learner enrolment (R955 per learner) but there are 408 students in 2017 (so the effective allocation is R816 per learner). Apparently, they are not given allocations for foreign students who do not have IDs.

In 2016 however, the school actually spent R421048 as per the IE. It is not clear from the budget and IE statement what accounts for the large expenditure difference across 2016 (actual) and 2017 budgeted amount. But R125,000 was raised in income in addition to their 2016 department allocation of R278506.

What is noteworthy is that the school is able to produce not only a budget but electronically captured statement of accounts of expenditure and income received. With section 21 status, they clearly have taken on the task of managing their financials (and the principal is a treasurer of a number of other non-school committees including the SADTU branch). I am however not convinced that the SGB are too involved in this financial management process.

A notable feature of their finances is that **the school appears to be maintaining a very healthy cash balance at the end of each year of R350 000** on the basis of the IE statement. (We did not explicitly ask what this large cash amount is used for but one possibility is that it buffers against late payments from the KZNDOE that pays the R333k allocation with delay – June as opposed to end of April). The school needs large cash buffers to pay for books, learner stationary and SGB paid staff from the start of the school year. The school also has an audit report form signed by an IAC affiliated auditor. However, I have a few concerns about the budgeting and IE process which I address in section D8. Particularly what is going on with their investment income?

2. SCHOOL PERFORMANCE
- Recap results on performance of G3 and G6 reading tests, and ANA scores.
- Identify school as High or Low performer in matched pair:

Within the pair, C(L) vs C(H), this is the high performer in English grade 6, but a lower performer in isiZulu grade 3. Reasons for C(H)'s underperformance in grade 3 isiZulu compared with many other schools in the ESRC school sample and C(L) its qualitative matched pair plays out quite clearly in the discussions we had with the teachers. This is so much more than about the medium of instruction (and associated time allocations for developing language proficiencies) being different across the two schools. It's about differences in LTSM resourcing in isiZulu, the quality of isiZulu teachers both in terms of knowledge resources and qualifications, monitoring of isiZulu teachers and the perceptions of social capital value attached to isiZulu.

FP isiZulu teacher: "I can't display my charts as this is an English medium school. I keep it in my cupboard."

In questioning the HOD on the neglect of isiZulu, he responds saying "We don't neglect isiZulu because they [learners] speak isiZulu at home. You know National is now saying 'E.A.C.'; English across the country. "

Use all available data sources to answer guiding questions in sections below. Bear in mind the following inter-relationships:

     Presence of resource ➔☐☐*management of resource* ➔ *use of resource*

A. MATERIAL RESOURCES

A3. MATERIAL RESOURCES: TEXT
Indicators of text: Language availability; Quantity; Quality; variety; Use; library quality

Key Questions:
-   Are there sufficient resources, especially books, to make a programme of reading feasible? Sufficient refers to language range, graded reader range, variety.

There is a stark contrast between the presence of material resources for isiZulu (FAL) and English (HL) which we address below in two parts.

   1) English:
There are enough resources to support the development of a reading programme in English for most learners. At the Foundation Phase level there are graded readers in classrooms with a selection of stories and levels. In the grade 3 classroom "The New Way" reader series is used with its 3 levels and 5 titles per level (20 readers per title). The FP HOD is convinced they have enough as each child is able to have their own book and they rotate the titles of the books. They also annually top up their book numbers and add new titles in two yearly cycles.

Figure 2: Grade 3 Yellow level New Way Titles

At the grade 6 level, I would also argue that there are sufficient resources to support a reading programme although this is not necessarily the consequence of a particularly varied text environment in delivering the prescribed curriculum, but rather due to informal school-wide reading periods (newly introduced in 2017) that make use of resources from the library which is well-stocked with readers.

During the timetabled English periods for grade 6 there does not appear to be much variety in the use of materials. For example, there is no use of novels, set-works or poetry books. There are predominately only English for Success and Platinum readers at the grade 6 level – one for each learner. However, the existence of a newly established morning reading programme supported by

rotating block loans of different books from the library to classroom corners introduces variety in materials in terms of available stories, positioned at different graded levels. Books on block loan are used to replenish and revitalize reading corners across classrooms, where this loan system is managed by a part-time librarian. The timetabled reading period ensures that dedicated time is given to using resources from the library.

however, The librarY may predominately only serve better learners and expose the best learners to more challenging texts. As the FP HOD notes, we use "Library books for faster readers."

The DBE workbooks are also a well-utilized resource. The grade 3 teacher identifies that she uses these the most of all the available resources in teaching English: "The DBE books are excellent. They cover all aspects, reading, phonics, comprehension, sight words."

2) Zulu:

There is a serious neglect of Zulu instruction in this school, particularly the development of reading and writing skills in this language. Associated with this there are not nearly enough LTSM resources to support isiZulu instruction.

- There are no readers for grade 3 isiZulu!
- No DBE workbooks for isiZulu because the isiZulu teacher finds that isiZulu HL DBE workbooks are too difficult for learners and there is no existing FAL isiZulu DBE workbook. She considers the material in these books to be more demanding than a FAL programme is able to accommodate and noted than even when a FAL version of the isiZulu DBE workbook was available it was actually set at a HL level.

The isiZulu teachers rather use worksheets, copied from a *Masihambisane* book and some from the *Sinothile* textbook but she notes that this material is also too difficult for her learners. There appears to be a strong reliance on the use of articles from isiZulu newspapers, namely *iSolezwe* and to a lesser extent the Ilanga. The *Masihambisane* books also informs her Phonics programme.

Although there are some isiZulu books in the library, these are not used very much, partly because the teacher identifies that the children only want to learn and read in English. As she describes "if they go to the library, they don't go there to get Zulu books". There is a serious lack of LTSM resourcing in isiZulu even in delivering the prescribed curriculum. This is a function of many factors including a serious apathy towards the subject, the complete lack of monitoring of the quality of isiZulu instruction and isiZulu teachers struggling to find appropriate isiZulu material for teaching a First Additional language as opposed to Home Language. The principal has acknowledged this problem of under-resourcing in the schools' isiZulu text environment and identifies that the isiZulu catalogue that is provided from the department has no appropriate texts for isiZulu taught as FAL. The neglect of isiZulu, and related under-resourcing, is a topic worthy of its own discussion.

- Are the texts utilized?

Yes. It was evident that textbooks in English are in use and stored in an orderly manner in classrooms to prevent loss, breakage and to allow for easy access of materials. The library and its resources are utilized daily, although students are not allowed to take home books from the library because the part-time librarian (and educator himself) is not able to manage that retrieval process. The library can accommodate about 20 children who we observed actively reading through available material. The daily reading period supports the use of these library materials through 'block' loans of books to classrooms. The size of the library can't accommodate any more than 20 learners which is a limiting factor to its effectiveness.

Library aside, it is not evident that children are taking home any prescribed readers or textbooks at all. The readers are kept in neat piles at the back of the classroom or in cupboards, not in learners' backpacks. There is no real culture of homework in this school because learners apparently don't do it, the consequence of a lack of parental supervision at home. They can't have homework clubs as the majority of learners travel to M which is 30km away and the transport providers will not shift their pick-up times. In this respect there is no room for an extended school day.

The high level of organization and management of book inventory arguably supports the use of books. There is evidently an established retrieval system for books and the teachers we visited had a good knowledge of their stock of books (textbooks and readers) in the classroom.

- Are there clear management practices in place for procurement of texts – is it clear who is in charge of these processes?

What it important is that the principal has made it very clear to the department that they have full Section 21 functions and will choose and procure their own textbooks. For one year the department bought on the school's behalf, but the Principal fought to reinstate this function within the school so they could have more flexibility in the process, can secure timeous delivery and to bargain for better prices from suppliers.

We did not ask enough questions to be able to ascertain the details of the *within* school LTSM selection process. What was implied, however, is that monies for textbooks flow to the grades and subjects with the biggest LTSM shortfalls or replacement needs. This process is supported by a rigorous stock take process and book retrieval policy from learners, which includes "You lose it, you pay for it." The book inventory/retrieval process supports a needs-based procurement process as there is apparently a clear understanding of 'top-up' requirements for each subject and each phase. The school strictly adheres to a one subject textbook per learner policy and top-up to ensure this is maintained.

Department meetings, presentations from book publishers and the extent to which the textbooks are aligned to the curriculum all affect decisions on which books to procure. The IP HOD was able to briefly distinguish between which textbooks were more-or-less aligned to the curriculum. There is a staff consultative process and the SMT sign off on the subject teachers' selections but it is not clear that the choice of materials is questioned at all by management as their teachers are "seasoned teachers".

Principal interview:
G: What is the process by which staff go about selecting textbooks?
Principal: It stems from the meetings the educators go to. It starts with a book day when the publisher comes with the books. The subject teacher looks at the curriculum and then at the book, they discuss it with the teacher and then we order the books.

G: How often can you change books?
Principal: No, we don't change, we just update. But every two years we update the titles. We have to use our monies that are allocated to textbooks.

Grade 3 teacher interview
N: Are the FP teachers involved in the selection and ordering of readers and textbooks?
Foundation Phase HOD: Yes. We sit with the books, also contact other schools to see what they are using. Once in a while, we meet with HODs from other schools; Subject advisors also come once in a while. I read the circulars from the department and discuss with colleagues at school.

- Do procurement practices differ between FP and IP?
No, this distinction was not evident in the discussions we had. The principal identified that the procurement process is the same across the two phases and I would believe this. The staff component is small lending itself to standardization.

- Do allocation and distribution of resources differ between HL and FAL?

As discussed earlier there is a shortage of teaching resources for isiZulu. The principal has recognized the LTSM under-resourcing in isiZulu and was adamant that more materials be bought for FAL and that they had ring-fenced part of the textbook budget for this at the beginning of the year (apparently). This included purchasing FAL isiZulu activity books for all learners but the department subject advisors don't like these books as they are conversational English-isiZulu books that you would use to teach a non-mother tongue speaker to learn isiZulu. Consequently, the isiZulu teacher has not used this book very much (a wasted resource). Without any isiZulu speaking HODs or SMT members there was evidently no oversight given with regards to the choice of this material (although it's very possible there were no other options in the catalogue). The purchase of isiZulu books appears to be constrained by the lack of isiZulu FAL resources in the DBE catalogues according to the isiZulu teacher and principal. There are no available isiZulu *FAL* DBE workbook and the teachers find that the isiZulu HL DBE workbooks are far too advanced for the learners. It would be useful to know if there are actually other adequate isiZulu FAL materials, or perhaps that are not in the catalogue.

A4. MATERIAL RESOURCES: TIME
Indicators of time: time-table slots for reading; actual reading time; format of reading time.

Key Questions:
- Is time structured in a way that provides clear allocation for reading instruction with detailed formats for teaching reading?

The 30-minute reading period at the start of the day is uniformly applied across all grades and it was evident this took place. As a result there are 2.5 additional hours available for reading each week in addition to timetabled CAPS allocations.

We did not get a copy of the language timetables for English and isiZulu during the qualitative fieldwork, only the composite school timetable which does not show demarcated reading instruction other than the formalized school wide reading period. However the quantitative survey data provides information on time allocations for reading, summarized in table 1.

Grade 3 FAL (isiZulu) time: The grade 3 isiZulu teacher indicates that she gives ***no time at all to group guided reading*** in the quantitative February survey. It is not compulsory in CAPS to do group guided reading for FAL given acknowledged time constraints (in which case it prioritizes shared reading), but the real limiting factor for group-guided reading at this school is the lack of isiZulu readers of which there are very few. The teacher indicates that a total of 3 hours is timetabled to isiZulu in grade 3 (consistent with the minimum allocation of 3 hours for FAL in CAPS – maximum allocation for FAL in CAPS is 4 hours). Despite this time allocation, she indicated in the quantitative survey spending over 3 hours on reading and phonics which is 3 times as much as the total maximum allocation of 1 hour in CAPs for reading and phonics in grade 3 FAL. It's not clear how she finds time for writing, comprehension and language use? Whether she protects this time, however, was not possible to observe. The school should

consider allocating another hour to isiZulu which would be in line with the CAPS maximum time allocation for FAL at the grade 3 level.

> *N: When do teachers in the FP teach reading?*
> *Grade 3 isiZulu teacher: I take them only for 30 minutes each day for gr1-3 Monday to Thursday, and Friday 1 hour….*
> *Friday I do spelling because I have 1 hour. My 30 minutes is so short. By the time they take out the books it's already 15 minutes. "*

Grade 3 HL (English) time: In the composite timetable 7.5 hours has been allocated to home language (consistent with CAPS requirements of 7-8 hours). We don't have information on how this time is distributed across listening, reading, phonics etc. In effect with the reading period, however, an additional 2.5 hours are available for English reading at the school each week.

Grade 6 English time: A total of 6 hours per week is allocated to grade 6 English in the composite timetable (again meets CAPS allocation requirement). The teacher indicated improbable time allocations for shared and group guided reading in the quant. February survey as seen in Table 1.

Table 1: Time for reading and teacher's knowledge resources

C(H), Gr. 3 isiZulu teacher (Mrs M) FAL						
	Last week, how many DAYS did you spend time on	Last week, how many MINUTES PER DAY did you spend time on	Total time in MINUTES for	Last week, how much time in MINUTES was set aside over the whole week in total for students to read?	Which of the following do you mostly read?	Approximately, how many books are there in your home?
Phonics	4	30	120			
Shared reading	5	20	100			
Guided Group Reading	0	0	0	11-20 mins	Newspapers	None or very few (0-10)
Reading in English	n.a.	n.a.	n.a.			
Phonics in English	n.a.	n.a.	n.a.			
C(H), Gr 6. English (and Mathematics) teacher (Mrs R)						
	Last week, how many DAYS did you spend time on	Last week, how many MINUTES did you spend time on	Total time in MINUTES	Last week, how much time in MINUTES was set aside over the whole week in total for students to read?	Which of the following do you mostly read?	Approximately, how many books are there in your home?
Reading with the whole class (shared reading) - reading of novels or set-works	5	330	330			
Group guided reading/individual reading	1	60	60	More than 60 mins.	Novel or fiction	Enough to fill a bookcase (25-100)
Allowing student independent reading	5	330	330			
Comprehension passages and questions	3	180	180			

- Is this time used?

The reading period time is definitely used, however, without monitoring lessons it is not possible to ascertain whether the other lesson time is actually used as planned for reading.

- Is time allocated for reading sufficient for grade? How does it compare to curriculum expectations?

Importantly both HL and FAL teachers do not feel that the time allocations for *language* as a whole are at all sufficient. The complaint centres more around not having enough time for comprehension, language use and *other* non-direct reading related aspects of language instruction than about allocated time for reading.

> *Grade 6 English teacher:*
> "**Nick: What do you think is the ONE MAIN thing that needs to be done to improve reading outcomes in this school?**
> Grade 6 English teacher: The available English time in a day! One hour is not enough in the day. I have to pop into other lessons (other subject teachers' time) to complete my work. The time allocation is 6 hours a week for English. It's not enough. And of those hours, 2 hours are for reading. So really it's very little time. That extra bit (for free reading) in the morning helps."

- Is there any monitoring of time spent on reading?

[Note: I am not sure what is meant here? Accountability or actually keeping tabs on time spent?] The HODs are monitoring reading by using the free reading period to *incidentally* check the reading proficiencies of learners and engage in spot visits. In other words, there is *ad hoc* monitoring of learner's ability to read as opposed to how teachers are teaching reading. The teachers also indicate that that HODs come in a 'check' on things (files in particular). But lesson observations are announced and typically only involve IQMS visits. The teachers we spoke to were comfortable with classroom checks and identified them as being value-adding.

However, there is a large focus on teachers being "seasoned" implying they don't need to be monitored or guided. Advice given by HODs is typically about implementing methods discussed at district workshops – it's not evident that critically constructive feedback is given on lessons observed by SMT members. Feedback described around HOD visits appears to be more about pointing out what the learner is not doing, than about the teacher doing things differently.

> *Grade 6 English teacher:*
> **N: Has anyone ever watched you teach a reading lesson specifically?**

Our HOD comes to us in the morning reading period. There is a lot of emphasis on reading. He doesn't tell us when he is coming, but comes just to make sure we are doing what we are supposed to be doing.
N: What does he do?
He sits and observes what type of reading we are doing, whether it's group/paired/individual. It's not for record (i.e. IQMS) purposes. He is coming to check our methods. He gives feedback and comments and identifies problems, and with our files as well. I don't mind it, it's a learning process for us as well. I find the feedback useful.
N: But outside the reading class, is there anything (i.e. monitoring)?
Yes, in teaching maths he visits but it's (i.e. the classroom visit) is announced in the morning. He gives feedback and discusses with us. And will check levels...Grade 6 English teacher

<u>Grade 3 English teacher:</u>
N: Have you ever watched a colleague teach a reading lesson? (probe if get pat IQMS responses – looking at reading lesson specifically)
We get ideas, we are always talking. If my colleague knows something she will share. If I know something I will tell here. We are always sharing information with each other.
N: But you don't formally go and watch someone else?
No, but my HOD will come to my class, in the mornings and ask anyone of my learners to read. That first period in the morning is a big thing. The child is able to absorb.
G: So besides that does the HOD come into your other classes, give comment and give feedback?
Yes, the HOD walks all the time and checks things and comes into class. She is not spying, she knows what is happening.
N: Do you find that helpful? What kind of things does she tell you?
Yes, it is. She will say, like look that child is not paying attention.
G: Does she give advice on methodology?
Yes, she goes to workshop and gets feedback and gives us advice on what she would like in the classroom.

B. HUMAN RESOURCES

B5. HUMAN RESOURCES: READING SPECIALIST
Indicators: identification of reading specialist; recruitment of teachers

Key Questions:
- Is the management and structuring of staff in the school in any way related to the promotion of reading instruction?

The staff jointly decided to alter their teaching allocation loads to ensure that the self-appointed librarian, an educator in the school, could have a reduced teaching load to support library development and its use and to manage the composition and retrieval of block loans to classrooms for the reading periods. This was evidently supported by the principal and SMT but it's important to note that this was the initiative of one self-motivated teacher (not a management vision). This

educator is allocated 15 non-teaching periods in the week (in the timetable) when he is required to work in the library. However, this could possibly be implemented at the expense of larger class sizes in the IP. As the IP HOD describes, "Our teachers are very accommodating (of these NTPs for the library educator). We have classes that are big: we combined smaller classes; this reduces the load and gives us more time." We should have investigated this more as class sizes are almost at 60 in the IP.

The newly initiated reading period has also become a period in which HODs can incidentally monitor the reading proficiencies of children. As the FP HOD describes, "We have a reading period every morning. I go to each class in the morning. Teachers welcome this; I just pop in at any time." In a separate interview with the grade 3 teacher she confirms this as she identifies that "my HOD will come to my class, in the mornings and ask anyone of my learners to read. That first period in the morning is a big thing."

- Is there a reading specialist that everyone can identify in the school or at each grade?

There is no singled out reading specialist in this school. There is a very strong emphasis on having "seasoned teachers" in the school with a shared methodology for dealing with reading problems. This belief system that all teachers are 'experienced' and seasoned potentially limits a culture of staff development, particularly in the area of reading. The dialogue below with interviewees reflects this problem.

FP HOD interview:
N: Who would you say is the best at teaching reading in the Foundation Phase?
Foundation Phase HOD: All more or less the same, we use the same methods."

Grade 3 (English, Math, Life Skills) teacher interview:
N: Who would you say is the best at teaching reading in Grade 3?
Grade 3 teacher: We are all seasoned teachers in the foundation phase and we know how to teach reading. We use the old methods a lot, together with the new methods.

N: What is the best advice you have ever received about teaching reading?
[He waits for a response and prompts] Think back to your earlier days, you must have got advice?
Grade 3 teacher: Oh yes, we used to get a lot of advice and I used to trouble our HOD. But now we are so clued up!

- How much autonomy is exercised in recruitment of teachers?

The principal complains that SADTU has the biggest influence over who is appointed in the school and that they override SGB recommendations. The irony,

however, is that he has been a treasurer at the SADTU branch for a long time. In this respect, he likely has *de facto* 'autonomy' in the recruitment of state paid teachers. There are no SGB paid teachers in the school, hence private appointments do not matter here.

- Are teachers identified, recruited or deployed based on specialized skills?

It appears that the majority of teachers have been long standing incumbents at the school which makes it difficult to assess the quality of the appointment process. The quality of the isiZulu teachers, newer appointments, however is highly questionable. None of the SMT can speak isiZulu which would seriously undermine their ability to discern the quality of isiZulu teacher appointments.

The competency of the SGB members is also not highly regarded by the principal who in response to a question on the SGB's competency says, "The SGB advised us, but we have to tell them. They can't fundraise… very poor… but they give us manual labour when we ask…SGB meetings are mainly about information to them."

B6. HUMAN RESOURCES: PROFESSIONAL QUALIFICATIONS
Indicators: level of qualifications; institutions studied

Key Questions:
- Do the levels of qualifications of principals and HODs suggest requisite expertise to manage reading instruction in the school?

The two HODs have diplomas in education at the Junior or Senior Primary level in addition to their other degrees. The principal is qualified in mathematics instruction, not in English. Only the IP HOD has specifically studied education management. The principal and IP HODs do exhibit exemplary bureaucratic administrative skills but do not have requisite expertise in reading specifically. The IP HOD was not even comfortable answering any questions on knowledge sequencing but appears to be a good manager.

- Do the levels of qualifications of teachers, and the institutions at which they studied, suggest requisite expertise to teach reading?

There is a distinction between the qualification levels of isiZulu and English teachers. With respect to English instruction the teachers appear to well-qualified. The Grade 3 isiZulu teacher, however, is not yet qualified. She has been studying for a long time for her B.Ed. through UNISA and holds no other post-matric qualification. The grade 6 isiZulu teacher is more qualified with a diploma from A Teacher's College, but is still studying towards her B.Ed. (UNISA). The comparator grade 6 English teacher has completed her B.Ed. with a specialization in mathematics and English.

What is important to note here is not just differences in qualifications and experience but the principal and teachers have much more cultural capital than those at St. L evidenced in growing up in wealthier Indian areas, attending potentially more functional HOD schools and Colleges of Education. This becomes a very important distinction across the human resources of the two schools.

But cultural capital is also an important distinction across English (Indian descent) and isiZulu teachers at C(H). Given race and poverty dimensions of Apartheid, the English speaking Indian teachers are likely to have grown up in more resourced homes and school environments than the isiZulu teachers. The isiZulu grade 3 teacher when questioned on her own books at home indicated that she had none or very few while the English gr 6 teacher indicates that she has enough to fill a bookcase (see Table 1).

Table 2: Qualifications and experience of interviewed staff at C(H)

	Completed Qualifications	Currently studying	Teaching subjects	Years of teaching experience	Years of SMT experience
Principal	i) Transvaal Coll of Ed, 3 year teachers diploma ii) HEd Dipl in maths UNISA iii) ABET, UNISA	No	Maths	36	16 HOD, 1 principal
IP HOD (Mr S)	i) Springfield Coll of Ed., SPED (History and Basic Techniques – Tech drawing, crafts) ii) UNISA: BA (Eng and Crim) iii) RAU FDE Management	No	Maths, English, Life skills, Social Science	30	2
FP HOD *Mrs J*	i) Springfield college of education – Junior Primary Diploma ii) Unisa BA (Econ and History)	No	Only taught at the FP level: Eng, maths, Life Skills	38	17
Gr3 English (HL) Teacher *Mrs P*	i) Lyceum College (FP Junior primary diploma, diploma, special needs) ii) Rand Afrikaans University	?	Maths, Life Skills, English	23	n.a.
Gr.3. isiZulu (FAL) teacher *Mrs M*	Unqualified, matric only at Kwadabheka High school (Umlazi)	B.Ed, UNISA specializing in social science and isiZulu.	n.a.	14	n.a.
Grade 6 English (HL) teacher	B.Ed UNISA (Maths and English)	none	n.a.	6	n.a.
Grade 6 isiZulu (FAL) teacher	i)Applesbosch Teacher College SPTD ii)UNISA Abet iii) Higher Certificate in Natural Sciences	BEd, UNISA in progress	n.a.	14	n.a.

C7. SYMBOLIC RESOURCES: KNOWLEDGE AND PROMOTION OF READING

Indicators: understanding reading instruction; promotion of literacy in the school; awards/competitions?

Key Questions:
- Is there a culture of reading in the school, deriving from an importance placed on reading and on staff's own reading practices and expertise?

The interviewing process did not identify any information of *own* reading practices among the staff but the availability of symbolic resources certainly differ across the teaching of isiZulu and English (see discussion in B6 and Table 1).

With regards to reading in English a shared value is attached to its importance. This is evidenced again in how all staff members have accepted and embraced the newly introduced morning reading period, the development and use of the library and adjusting their teaching allocations to make this happen.

- Is expertise in reading available in the school reflected in understandings of structuring reading curricula and scaffolding reading instruction across grades?

On the basis of Table 3 I would tend to disagree that there is a shared understanding of knowledge sequencing.

Table 3: Comparing responses to questions on knowledge sequencing

	Correct answer is…	FP HOD	IP HOD (Does not teach English)	Gr3 English teacher (P)	Gr3 isiZulu teacher (M)	Gr 6 English teacher (R)	Gr 6 isiZulu teacher (N)
Knowing letters of the alphabet	**R**	1	R	1	1	1	1
Knowing letter-sound relationships	**R**	1	1	1	1	1	1 - 2
Reading words	***R-1**	1	1	1	2	1	1
Reading isolated sentences	**1**	1	…Calls teacher as he does not want to get	1	3	1	2
Reading connected text	**1**	1		1	3	*1-2	3
Identifying the main idea in the text	**1**	1		1, 4th term	4	3	*3-4
Locating information within the text	**1**	2		1, 4th term	4	3	4

Comparing a text with personal experience	**1**	1	this wrong	1	*4-6	4	3
Making predictions about what will happen next in a text	***4 +**	1		1	*4-6	4	4
Making generalisations and drawing inferences based on a text	***4 +**	1		2	*4-6	5	*4-6
Describing the style or structure of a text	***4 +**	*2-3		2	*4-6	6	*4-5
Determining the author's perspective or intention	***7+**	3		2, 3rd term	*4-6	6	*4-6

- Are there any incentives offered to learners to read?

The school provides opportunities for better readers to read in assembly. There is also mention of Spelling Bees, Readathons and a well-resourced end of year awards day with sponsored prizes which is apparently quite well attended by parents (although largely used by the principal as a way of getting potential donors to the school). But there was nothing mentioned as being out of the ordinary with respect to "incentives" for reading.

- What is the broad understanding of reading instruction in the school? How shared and coherent is this understanding?

Throughout the interviews there was a common thread and methodology described by teachers in how reading is taught and this was not limited to English alone. There was a consistency across teachers in the methodology described to teach reading regardless of whether this was right or wrong. There is a strong emphasis on going back to phonics (sounding of letters and vowels or consonants) and "drilling" words. Vocabulary is also a very common element of the teaching programme across teachers and emphasized considerably with lists of words prepared for learners each week which are tested each Friday.

But their process of drilling is at odds with the challenge they face in promoting reading with understanding. The teachers, consistently acknowledge that learners are struggling to move beyond reading to comprehending. As the grade 3 teacher describes: "The challenge we have is that they are able to read but they can't comprehend. They recognize the words, because I am drilling it, but they don't understand the story."

There is unfortunately a very strong emphasis placed on getting stronger readers to help the weaker readers (and in fact this peer teaching approach is used across all subjects and all grades).

ENGLISH VOCABULARY - GRADE 4 TERM 3
MR S.S

moon	Stared	Obesity	Messages
bright	Wagged	Overweight	Confidence
midnight	Bent	Develop	Admit
awake	Picked	Appetite	Change
animal	beating	Junk	Parents
shelter	Wagged	Advertised	Apologise
started	Gently	Overeat	Tongue
pocket	Orthopaedic	Watching	Twister
impatiently	Callipers	Computer	Personification
quickly	Disabled	Exposure	Pleasure
Cheerfully	Struggle	Homework	Elf
Eagerly	Adorable	Violence	Fellow
Loudly	Nodded	Programmes	elephone
Carefully	Approval	Aggression	Telephant
Softly	Lovingly	Wrong	Telephunk
Excitedly	Caring	Problems	Telephee
Chattered	Whispered	Limits	Elephop
Crossed	Furiously	Minimise	Telephong
Walked	Approval	Recommended	Trunk
Exhausted	Chatting	Instrument	Rescue
Basket	Diary	Metaphor	Drooping
Asleep	Accidently	Alliteration	Cockers
Pile	Beautifully	Simile	Cairns
Leaned	Naturally	Bullying	Wobbly
Forward	Finally	Pamphlet	Monkey
Birthday	Wishfully	Toilets	Radio
Collar	Complex	Unhappy	Favourite
Manager	Couch	Frightened	Everybody
Gleaming	Potato	Adult	Giraffe
Purple	Front	Excluding	Elephant
Choose	Screen	Behaviour	Thunder
Dishes	Educational	Listen	Eagle
Damaged	Enough	Repeated	Distance
Fluffy	Causes	Threatening	Season
Between	Tiredness	Teasing	Populations
Stroked	concentrate	Positive	Largest

Borders	Suffix	Practising	Alliteration
Provinces	Outing	Magic	Onomatopoeia
Gauteng	Amusement	Discovered	Superheroine
Sepedi	Extremely	Annoyed	Remarkable
Library	Improved	Replacement	Although
Talent	Encouraged	Marvellous	Ability
University	Campaign	Cradle	Exciting
proffessional	Located	Fossils	Mine
Special	Colleagues	Discovered	Cuddly
Exchange	Efficient	boring	Balaclava
Trumpeter	Curriculum	Fantastic	Shadow
Taught	Strengthened	Sunglasses	Immediately
Music	Headlines	Advertisement	Glowing
Hockey	Paraffin	Kingdom	Whisks
Engineer	Accidently	Usually	Superheros
Environmental	Unmarked	Prides	Impressed
Preserve	Complained	Mammals	Independent
Ranger	Dangerous	Poachers	Stereotypes
Veterinary	Severe	Ivory	Festivals
Stray	Appliance	herbivores	Diwali
Horticulturalist	Extinguished	Available	Celebrate
Exotic	Scare	Drought	Hindus
Dubai	Muttered	regularly	Christmas
Provide	Mean	Protect	Lights
Compulsory	Previous	Pamphlet	Decorations
Separately	Teased	Refused	Eid
Guard	Spectacles	Narrator	Muslims
Gruff	Regarded	Voluntary	Christians
Knocked	Wimp	Bothered	Flickering
Sprinkled	Nerd	Unreliable	Clothes
Terrified	Courage	Disturbing	Baking
Furious	Route	Disappeared	Braai
Cupboard	Bridge	Prepare	Presents
Swallowed	Knocked	Information	Gifts
Jiggling	Cautiously	Character	New Year
Scissors	Escorting	Rough	
Rumbles	Dribbled	Instructions	
Stomach	Shoulder	Behave	
Prefix	Popular	Setting	

Grade 3 (English, Math, Life Skills) teacher:
N: Can you tell me exactly how the teaching of reading is organized in Grade 3 in English?
Before we start the reading lesson we drill the phonics, which is based on the reading lesson itself. And then we put all the difficult words on a chart and drill them. Then before we go onto the lesson. I read the story, then I get the class to follow me, then I get individuals to read; first boys, then girls, then all read, then I call the slow learners to make sure they are familiar with difficult words. Drilling the words really helps the learners. The most important thing in the FP phase is using the sounds, the sounds to sound the words. Like 'b' 'a' 't' for 'bat'. Emphasize using sounds so they can identify the word.

N: What do you think is the ONE MAIN thing that needs to be done to improve reading outcomes in this school?
Grade 3 teacher: Seriously though this is about stages – the child must know the sound, how to break up the word. You've got to sound that word in order to identify that word. Sounding is very, very important. The parent teaches the child [the word "dad"] saying "D.A.D." but we don't teach that. We teach the sound 'd' 'a' 'd'. In grade 4 though they don't do sounds.

Grade 3 teacher: *If you find it very, very bad you go back to single sounds, blends, sight words, introduce the reading and then you start. Drilling is also very NB as well. But it is hard work seriously.*

Grade 6 English teacher:

Nick: How do you teach reading and comprehension?

Grade 6 English teacher: This is how I do my reading lesson. 1) They close their books. I read for them. 2) Then I read with them following the reading story. 3) Then we look at the words they don't know which we put on the board. Then they look in the dictionary for the meaning. That's a one hour reading period (6 hours in 2 week cycle) – but does not include comprehension. But we also have the reading period. In teaching comprehension, I go through each question before they attempt it. I sit and explain the questions before they attempt doing the comprehension. You have to explain it to them because they don't comprehend otherwise.

D. STRATEGIC RESOURCES

D8. STRATEGIC RESOURCES: FINANCES
Indicators: budget income and expenses

Key Questions:
- Is there any indication that budget is used strategically for reading and reading instruction?

No.
- What takes up biggest proportion of budget expenditure?

Salaries for cleaning, security and gardening staff which is closely followed by purchasing learner stationary (allocation prescribed).

Figure 5: Approved 2017 School budget

- Does budget reflect a pro-active management or one that is limited to recommended departmental provisions and allocations?

The school has been proactive in taking back their function to purchase their own textbooks from the department, to ensure reliability of textbook delivery and the principal forms partnerships with suppliers to get discounts.

> "Principal: The Department tells us exactly what to spend money on, but we buy our own books, get them cheaper and delivery is on time. We form a partnership with the supplier, get a discount. I have a good financial background, I'm a treasurer of many societies."

I do, however, question the budgeting process and SGB awareness of what is going on with the finances, and how they are spent given that the accepted budget we are presented with is disconnected from their actual income and expenditure process. The line items don't match so there is no obvious way of linking the budget spend to what is actually spent by item.

In addition to the state allocation, the official 2017 budget only estimates R34,000 as extra annual income which is derived from investment income (R13000), tuck-shop income (R10 000) and donations (R10 989). However, it is evident that this budget that is approved by parents is not a good reflection of what income is actually brought in and how it is spent when compared to previous years' IE.

I estimate that investment income alone should have been closer to R21000 in 2016 given their 2016 cash balance of R350 000 – only R13000 is reflected in the budget and nothing in the 2016 IE. Furthermore, not shown in the budget, the principal indicates they raise closer to R70,000 from fundraising. Finally, the 2016 Income and expenditure statement indicates they <u>actually raised R125000</u> (far more than the budgeted 2017 amount of R34000) in additional finance from the tuck-shop, levy for security, excursions, sports, donation/fundraising (R46700) and other sundries! *There is no line item for investment income in the statement of receipts and payments for 2016.*

- How much of the budget is spent on books?

The school allocation is prescribed by the department – 60% should be spent on LTSM of which 40% is for textbooks, 30% for stationary and 30% for other LTSM. The effective prescribed percentage of the total allocation for textbooks is therefore 24% (40% X 60%). **However, the school has only budgeted 18% of the allocation for textbooks in 2017.** We did not see a break-down of the schools' "extra/co-curricular" line item for 2016 which is about 27% of the total 2016 expenditure and as much as 40% of the department allocation but this may include excursions and a whole bunch of non-book related expenditure. We would need to have seen a breakdown of this ledger item "extra/co-curricular" to be able to ascertain the actual budget spent on books.

D9. STRATEGIC RESOURCES: READING PROGRAMMES & ASSESSMENT
Indicators: Reading assessment practices, reading specific programmes,

Key Questions:
- Are there programmes and practices in the school that are geared towards the improvement of reading instruction and outcomes?

At the request of the department, the school initiated a reading period at the beginning of 2017. The block loan of library books to classes aids the period as a variety of reading materials are made available in reading corners.

An important QLTC committee meeting however was held on 11 February 2017 and the meeting minutes indicate a detailed discussion about reading and a plan going forward to promote this which was also attended by SGB and community representatives. The minutes of this meeting sketches out a clear reading programme framework for the school detailing the role of routine daily reading, reading mentors, reading games, story-telling, story writing, selection of reading material and how the community could also access the school library. It is evident that routine daily reading has been implemented but it would have been useful to interrogate implementation of other aspects of this framework since February.

- What is the nature and duration of these programmes?

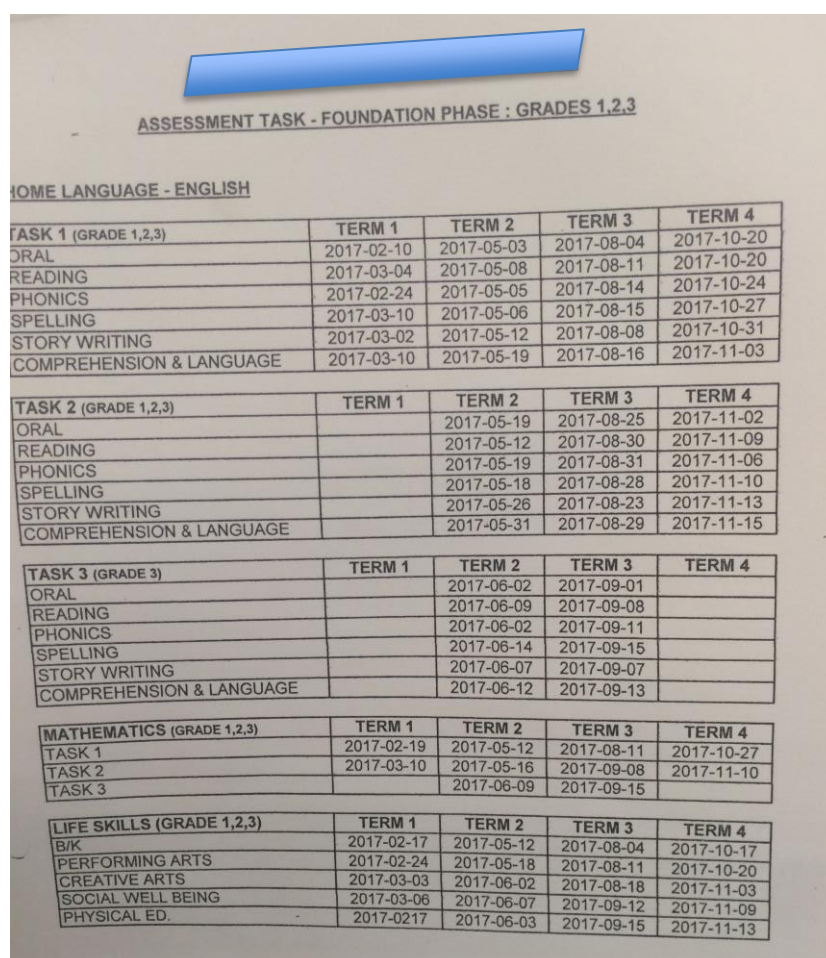This is a 30 minute period that happens every day, first thing in the morning. The reading that takes place during this period, however, is typically in English, not in isiZulu. Consequently, the period offers little additional time for the development of isiZulu, a highly undervalued and neglected subject in the school. However, the English teacher in grade 6 identifies how the reading period does support the

development of reading in English and goes a little way to address the limited amount of time that she feels is timetabled for English.

- How is reading assessed in the school?

There is an organized approach to assessment in this school in line with CAPS and a detailed assessment plan exists specifying subjects, topics and specified dates in for assessment and strategically positioned in the staff room. Included on the detailed school assessment plan are the oral, reading, language, comprehension and writing assessments with allocated dates.

Figure 6: Assessment task plan for foundation phase on the wall in the staff room

ASSESSMENT TASK - FOUNDATION PHASE : GRADES 1,2,3

HOME LANGUAGE - ENGLISH

TASK 1 (GRADE 1,2,3)	TERM 1	TERM 2	TERM 3	TERM 4
ORAL	2017-02-10	2017-05-03	2017-08-04	2017-10-20
READING	2017-03-04	2017-05-08	2017-08-11	2017-10-20
PHONICS	2017-02-24	2017-05-05	2017-08-14	2017-10-24
SPELLING	2017-03-10	2017-05-06	2017-08-15	2017-10-27
STORY WRITING	2017-03-02	2017-05-12	2017-08-08	2017-10-31
COMPREHENSION & LANGUAGE	2017-03-10	2017-05-19	2017-08-16	2017-11-03

TASK 2 (GRADE 1,2,3)	TERM 1	TERM 2	TERM 3	TERM 4
ORAL		2017-05-19	2017-08-25	2017-11-02
READING		2017-05-12	2017-08-30	2017-11-09
PHONICS		2017-05-19	2017-08-31	2017-11-06
SPELLING		2017-05-18	2017-08-28	2017-11-10
STORY WRITING		2017-05-26	2017-08-23	2017-11-13
COMPREHENSION & LANGUAGE		2017-05-31	2017-08-29	2017-11-15

TASK 3 (GRADE 3)	TERM 1	TERM 2	TERM 3	TERM 4
ORAL		2017-06-02	2017-09-01	
READING		2017-06-09	2017-09-08	
PHONICS		2017-06-02	2017-09-11	
SPELLING		2017-06-14	2017-09-15	
STORY WRITING		2017-06-07	2017-09-07	
COMPREHENSION & LANGUAGE		2017-06-12	2017-09-13	

MATHEMATICS (GRADE 1,2,3)	TERM 1	TERM 2	TERM 3	TERM 4
TASK 1	2017-02-19	2017-05-12	2017-08-11	2017-10-27
TASK 2	2017-03-10	2017-05-16	2017-09-08	2017-11-10
TASK 3		2017-06-09	2017-09-15	

LIFE SKILLS (GRADE 1,2,3)	TERM 1	TERM 2	TERM 3	TERM 4
B/K	2017-02-17	2017-05-12	2017-08-04	2017-10-17
PERFORMING ARTS	2017-02-24	2017-05-18	2017-08-11	2017-10-20
CREATIVE ARTS	2017-03-03	2017-06-02	2017-08-18	2017-11-03
SOCIAL WELL BEING	2017-03-06	2017-06-07	2017-09-12	2017-11-09
PHYSICAL ED.	2017-0217	2017-06-03	2017-09-15	2017-11-13

There was no need to ask about whether the same tests were written or administered orally across the grade as there is only one class per grade. Standardization in assessment at the school level is a given. However, the teachers and SMT closely follow CAPS, and the prescribed 'tasks' and rubrics for reading assessment in the policy document. From our discussion with HODs and teachers there is a strong emphasis given in both the assessment of oral reading, comprehension and written assessments in ensuring that questions included in assessments have been appropriately designed to fit with the cognitive skills levels in CAPS. With regards to reading aloud, teachers have clear rubrics to assign marks to the child with respect to three areas: preparation, reading technique and

understanding. This was evident in a grade 5 document they presented to us – a one page guide on what how to award marks for one on one reading and comprehension. An analysis is done on the cognition levels of comprehension test questions for each test set. Most of the discussion around teacher collaboration and peer learning in this school was with respect to getting advice on the "cognitive levels".

The CAPS and the SASAMs reporting structure by their very nature standardize the assessment process across the school, including in reading. SASAMS is used effectively in this school for inputting assessment marks. Assessment tasks in SASAMs (with assessment inputs for all students) include language structures, listening and speaking, reading comprehension, reads aloud, writing, writes a poem. The Intermediate Phase HOD has a very good grasp on the use of the SASAMS system for inputting assessment marks, the weighting system across the different assessments and was very easily able to retrieve marks for a specific grade, and teacher at our request.

I am less convinced about reading assessment in isiZulu and how this is executed given the low levels of isiZulu proficiency amongst learners and the uncertainty expressed by these teachers.

Grade 3 (English, math, life skills) teacher:
> **N: How do you assess children in your class in reading?**
> *Grade 3 teacher: You've got to follow the CAPS requirements according to SASAMs; it's broken down into so many aspects: oral (1-3), spelling, phonics, lang, story writing, comprehension, handwriting, etc.*

Grade 6 English teacher:
> **"N: Are there standardized formal assessments used to test reading ability of all students?**
> *Grade 6 teacher: Yes, there are 9-10 assessments per term. Language, reading comprehension, listening and speaking and writing as well… the repetition of assessments occur in the second term with assessments broken down into parts. It's good that it's broken down into small parts.*
> **N: Do you have the records (of the test results)?**
> *Grade 6 teacher: Yes, we have the files. Our HOD checks up on us every week. It's (the HOD schedule for checking) on the board.*
> **N: Really? How do you feel about that?**
> *Grade 6 teacher: It's good [she laughs]. At least we know it's being done the way it should be."*
> **G: What do you do with that information?**
> *Grade 6 English teacher: We do remedial work i.e. re-teaching that area. If we are doing eg Suffixes and prefixes etc. we can see if the learners are understanding work…Then we reteach and we can test them again. With language especially we see improvement. There is improvement from remediation.*

- Are assessment results used for further interventions?

There is some indication that the repetitive nature of assessment, in English, provides teachers with a signal to 'remediate'. The grade 6 teacher speaks about re-teaching of an area if an assessment reveals poor results. She may also send the poorly performing learner to the foundation phase teachers to reengage with foundational phonics. As she calls it, "back to basics".

D10. STRATEGIC RESOURCES: COLLABORATION & PROFESSIONAL DEVELOPMENT
Indicators: professional development programmes; collaborations; classroom observations

Key Questions:
- - Have there been opportunities for professional development or collaboration amongst teachers around reading instruction?

There has been precious little time given to formal collaboration around reading instruction or any staff development in this area. However, there is mention of informal discussion and sharing of ideas across teachers in general (but it was not clear if any of these discussions were on reading). As an aside, the built environment supports collaboration. All the classrooms are built around a central quad rather than one hidden or behind another in blocks and there is a sizable staff room.

The impetus given to the importance of reading in recent past has been spurred by *the department* as they asked the school to start the reading period, but this has not been accompanied by in-service training on reading instruction from the department or in-house development. We asked about in-house staff development, particularly with respect to reading. In one of the monthly staff development sessions scheduled for the year, the self-appointed librarian (and educator) discussed reading but this was not more than a 30-minute session as the staff development meetings are scheduled within the 1 hour monthly staff meeting. An important QLTC committee meeting however was held on 11 February 2017 and the meeting minutes indicate a detailed discussion about reading.

A consistent perception of the district training/workshops across interviewees is that these are about following policy, maintaining files and assessment. This probably explains the apparent lack of awareness among our interviewees about national reading programmes, EGRA, and even populist programmes like Nali Bali.

> "**N: Have you ever received training for teaching reading / supporting learners' reading development *specifically*?**
> Grade 6 English teacher: Not in the years I have been an educator.
> **Nick: Doesn't the Subject Advisor come around or are their workshops?**
> Grade 6 English teacher: Yes, but there is so much to cover in the workshop they can't discuss everything. But there are workshops on reading (which I have not attended), but reading is mixed with other things like policy. But

there is not much you can do in an 8am to 3pm time period. And the English
workshop only happens once a year."

Figure 7: 2017 Staff development plan that includes only one 30 minute session on reading but little else in terms of pedagogical improvement

< Excluded for anonymity reasons >

Figure 8: The list of 31 school control documents that the principal knows he must have completed by the end of the year to be sure he has met department requirements

NO	SLEEVE NO	ITEM
1		Organogram
2		SGB Organogram (include phone numbers)
3		RCL Organogram
4		School Profile
5		Budget for 2017
6		School routine
7		Year Planner
8		Staff duties
9		Comprehensive Time Table
10		Teacher Time Table
11		Class Time Table
12		Educator duty loads
13		Class lists and class teachers
14		Temporary registers
15		List of educators subjects taught and qualifications
16		First weeks preparation for 2017 from each educator
17		Analysis of results for 2016
18		Staff Meeting Agenda for Day 1 (Teachers reporting)
19		Staff Meeting Agenda for Day 1 (Learners reporting)
20		Assembly Announcements for Day 1
21		Curriculum monitoring protocol
22		Curriculum monitoring timetable
23		School Committees including members serving
24		IQMS SDT and DSGs
25		IQMS management programme
26		School Improvement Plan
27		School Development Plan
28		Infrastructure inventory
29		Monthly report template
30		Educator leave control templates
31		10th Day stats template

- How much sharing of practice is evident/reported? Do teachers watch each
  other teach? Are they doing the same things in classrooms across the same
  grade?

A shared methodology is described with respect to reading but there is little
evidence of observing or watching each other. Informal sharing among English
speaking colleagues in staff rooms, corridor talk etc, is mentioned considerably by
interviewees.

- What support/expertise is available to teachers for teaching reading?

Very little. HODs visit classrooms and are open to supporting teachers but there is
no identified person with expertise from within or outside the school
environment. The only IP HOD knows very little about reading instruction, and it
is evident he can't monitor the *pedagogy* of IP level English teachers, rather
planning and reporting (i.e. paper work) related aspects of their work process. In

isiZulu in particular there is virtually no one to provide *pedagogical* support to the grade 6 teacher. The grade 3 isiZulu teacher is still unqualified but does approach the grade 6 isiZulu teacher for some guidance. Due to very real language (and potentially cultural) barriers, these teachers are very isolated from the other educators in their access to informal sharing and discussions on their subject.

D11. STRATEGIC RESOURCES: STRATEGIC LEADERSHIP
Indicators: target setting; use of results; problem solving

Key Questions:
- Does management demonstrate strategic leadership of reading instruction in the school through their use of reading results, target setting and interventions?
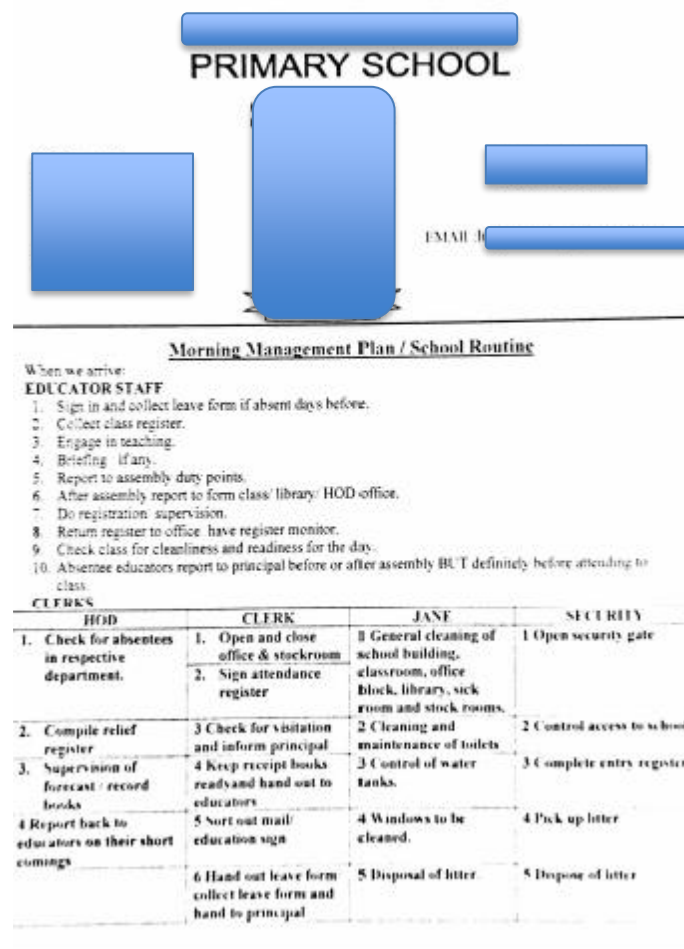Other than reviewing the newly introduced reading period, I don't get the impression that the principal is engaged much with tracking reading performance or setting targets. He is concerned with CAPS planning, getting documents in order, networking and finding funding. When asked as to whether the reading period has made a difference he refers to the improvements of a few who read aloud in the morning assembly, not reading marks.

It seems that perceptions of school performance among educators, and in the case of school CL, are heavily affected by how a handful of top learners read in assembly or perform in district competitions!

- To what extent does the principal and deputy provide a 'container' for effective reading instruction?
The principal is a talented administrator and external networker who really does his level best to establish an enabling environment for school functionality. From our perspective he tackles his bureaucratic responsibilities with aplomb. It starts with monitoring teacher absenteeism, strategically placing his teacher register in his own office (not the general admin office). Files are in order; LTSM inventory is monitored; documents are submitted, yearly planning is executed, daily routine monitoring plans are drawn up for staff, cleaners, security, and daily business is tackled in accordance with '*requirements'*. See exhibits below.

Figure 9: The morning management plan – daily school routine

Morning Management Plan / School Routine

When we arrive:

EDUCATOR STAFF
1. Sign in and collect leave form if absent days before.
2. Collect class register.
3. Engage in teaching.
4. Briefing if any.
5. Report to assembly duty points.
6. After assembly report to form class/ library/ HOD office.
7. Do registration supervision.
8. Return register to office have register monitor.
9. Check class for cleanliness and readiness for the day.
10. Absentee educators report to principal before or after assembly BUT definitely before attending to class.

CLERKS

HOD	CLERK	JANE	SECURITY
1. Check for absentees in respective department.	1. Open and close office & stockroom. 2. Sign attendance register	1 General cleaning of school building, classroom, office block, library, sick room and stock rooms.	1 Open security gate
2. Compile relief register 3. Supervision of forecast / record books	3 Check for visitation and inform principal 4 Keep receipt books ready and hand out to educators	2 Cleaning and maintenance of toilets 3 Control of water tanks.	2 Control access to school 3 Complete entry register
4 Report back to educators on their short comings	5 Sort out mail/ education sign	4 Windows to be cleaned.	4 Pick up litter
	6 Hand out leave form collect leave form and hand to principal	5 Disposal of litter	5 Dispose of litter

His administrative role however certainly trumps his instructional leadership role. In his own words: "The most important thing about any organisation is that the records are in order… if management is right, it filters to the bottom." He has conceptualised his role with respect to administrative compliance and building external relationships, networking with communities to secure resources for the school. And on a very positive note he acknowledges and practically takes action to ensure that teachers' time is protected from any unnecessary administration. For example, he and his clerk take on the daily responsibility of completing learner absenteeism registers for each class for example. He also is diligent about ensuring that each class has adequate LTSM resources for learners (although Zulu and the HL/FAL issue remain a major concern). These are necessary functions, make no mistake and he executes these functions excellently. However, it appears that bureaucratic requirements and compliance (and how this likely crowds out his time) have overshadowed the instructional aspects of his job. Furthermore, there is no deputy principal (given the size of the school) to assume an instructional or curriculum leadership role. The principal acknowledges the need for a deputy which prompts his goal of growing enrolment to specifically 520 learners– the bureaucratic point at which a deputy can be appointed.

While the principal has conceptualised his role in response to state requirements as opposed to instructional aspects, he is energetic, eager and very willing to take on new challenges. He kept asking about ways that he could improve his school and we were left with an ethical research dilemma, as we don't want to compromise the October test results through our presence and improvement suggestions. **[We have an ethical duty to provide some indication on how they can improve after endline!]** There is no doubt that this school has achieved an adequate level of functionality – the necessary but not sufficient condition from which excellence can emerge. The school is operating on time, using and managing the resources they have been given effectively, teachers are in the classroom and are teaching. Unfortunately, we still hear chants of chorusing in language and mathematics through the corridors consistent with the messages on 'drilling'. Inputs into staff development, particularly with respect to pedagogy and more diversified LTSM resources (including a bigger library) would place this school on a new learning trajectory. Reinvigorating Zulu instruction and addressing negative stigmas attached to language in this school is very important. This could perhaps shift with the appointment of an instructional leader with an isiZulu teaching competence in a future deputy principal role.

Figure 10: Organized files principals' files and teacher register that is positioned strategically IN the principals' office
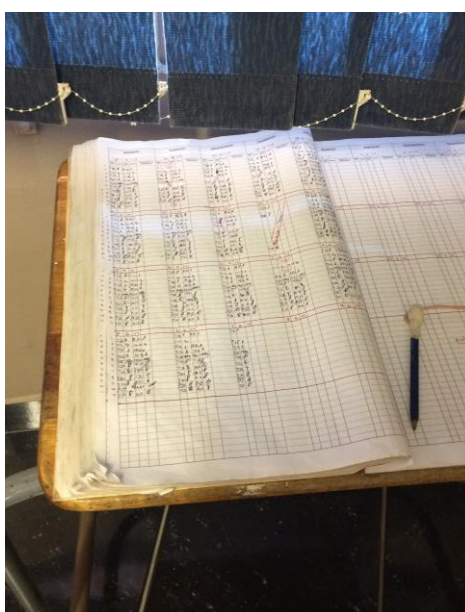
IMPLICATIONS FOR QUANT STUDY

It is evident from looking at the interviews for the quant. and comparing this against our knowledge of the qualitative fieldwork, which the instruments can pick up things that are real and true provided that there is immense amount of clarity around what we are asking in the instruments. This requires much clearer instructions, and training on the part of interviews, clearer verb usage in the items. What is evident to me is that the quantitative story is not reflected in isolated indicators but in their combination.

A big mistake that fieldworkers are making is in interviewing the correct person: HL vs FAL! They don't have a good handle on that, interviewing FAL teachers when they should have interviewed the HL teacher and so forth at the grade 3 level. It also happens at times that the HL and English teachers are different so we get info on English but not the other and vice versa. It also seems necessary to separate out questions on English from African language for example around available textbook usage. This possibly means two separate questionnaires – HL teacher and FAL teacher at the grade 3 level as these are not necessarily the same person (as in the case of C(H), for example).

Big areas for improvement:
- We need to ask about more substance
- More about quality
- Time tabling efficiencies.
- Why are class sizes so much larger in the IP and what decisions have they taken that inform this class size.

Grade 3 teacher interview specific adjustments:
1. **Adjustments**
Question 2.2
- Taking out library books from a central, classroom, mobile or corner libraries and their presence signals something very different thing. We need to ask about all three separately. Taking out books also signals a more strategic approach to literacy development than just accessing books. We need to distinguish between, access vs. usage, vs. taking home books.
    - How often do grade 3 learners **visit** the school library?
        - Never, At least once a term, once a week, 2-3x per week, 4x per week, every day, N.A we don't have a school library.
    - How often do grade 3 learners **visit** a central library?
    - How often do grade 3 learners **access books from** a classroom corner library?
    - How often do grade 3 learners **access** a mobile corner library?

Question 2.4 How often do you using the following books/resources?
    - Dbe workbooks in home language?
    - DBE workbooks in English?
    - Home language textbooks?
    - English textbooks?

Due to the inclusion of both LOLT English and LOLT African language schools in the sample this is SUPER confusing as it currently stands. Perhaps we should refer to Home Language as African language, and English as English. I think the HL/FAL terminology is confusing for fieldworkers.

Question 2.11. How often has the Foundation Phase subject/curriculum advisor…
a. come to your classroom in the last 12 months?
b. observed you teaching in the last 12 months?
Never, once, 2 times, 3 times, more than 3 times.

We need to ask about more substance. What did the SA do? Did they give you any advice on how to improve your method or approach to teaching, and teaching reading?
We may also need to expand the response categories to 4 times, 5 times, more than 5 times.

2. **Added questions:**
Adequacy of LTSM resources to support a reading programme:
- Do you feel like you have enough readers to teach reading effectively?
- Do you have enough readers for weaker learners in your class?
- Do you have enough readers for stronger learners in your class?

Grade 6 teacher interview specific adjustments:
Question 2.4:
Roughly, how many grade 6 learners in your class have access to the following books/resources?
- Novels – problem here, they may say yes but actually they don't have novels, - some confusion with the use of stories in the DBE workbook.
- Books of short stories – ditto
- Dramas/plays - ditto
- Dictionaries
- English DBE workbook
- English textbook

Question 2.7: Last week, was any time set aside during school hours for all students in the school to read?
Yes, No
Question 2.8: If yes, how much time in MINUTES was set aside over the whole week in total? (Note: count all the minutes spent each day).
These questions are also problematic. C(H) teachers say yes, legitimately as they have a school wide reading period. But so do the C(L) teachers who don't have a school wide reading period. We need to get specific about a "school-wide" reading period in the question vs. classroom specific time allocated to reading.

Question 2.11: When was the last time you had a meeting with a parent of a learner in your class to discuss their child's progress in reading?
We need to get more quantity and quality here around parental involvement….
What is the construct we want to measure here if at all? Whether the teacher is

taking initiative to contact parents or whether parents are involved? The locus of control (parent vs. teacher) is fuzzy in this question.
Perhaps for teacher initiative:
When was the last time you personally contacted a parent of a learner in your class to discuss their child's progress in reading?
For parent initiative:
Does this school have parent open days where parents can speak one on one with teachers about their child's progress?
Yes, No

At the last parent open day, roughly what percentage of parents of students in the class came to speak to you about their child's progress?

Question 3.4: What is the title of your favourite fairy tale?
This is useless. Should be title of the last novel, book you read.

Question 5.1: Last week, how many DAYS did you spend time on the following?
- Reading with the whole class (shared reading) - reading of novels or set-works
- Group guided reading/individual reading
- Allowing student independent reading
- Comprehension passages and questions
Check that these are the categories we want.

Question 5.2: Last week, how many MINUTES did you spend on the following.
Should be MINUTES per DAY. In general, it is tricky getting times spent per week. We could ask about minutes per day in for specific days in the week but the restrictions on formatting may prevent this… like minutes on a Monday, Tuesday, Wednesday…. Etc. Categories in 5.1 would also need to align with this question.

Question 6.6: How regularly do your grade/phase teachers set internal common tests (i.e. the same test for each subject is given to all classes in the same grade?)
Lack of understanding of this question. C(H) grade 6 teachers chooses "Never (subject tests are different across each class per grade)" but there is only one class per grade so surely there are effectively "internal common tests". More explanation needed for what an internal common test may be.

Question 6.7: Who if anybody moderates your tests or assessments?
Grade 6 C(H) teachers says Not applicable. Why? Lack of understanding of the question?

3. **Added questions:**
Adequacy of LTSM resources to support a reading programme:
- Do you feel like you have enough readers to teach reading effectively?
- Do you have enough readers for weaker learners in your class?
- Do you have enough readers for stronger learners in your class?

4. **Added questions for all:**

Adequacy of LTSM resources to support a reading programme:
- Do you feel like you have enough readers to teach reading effectively?
- Do you have enough readers for weaker learners in your class?
- Do you have enough readers for stronger learners in your class?

Social capital of the teacher:
- Do they have access to Networks, supporting teachers to assist with their work.
- Access to experts, reading experts,
- Reading courses they have been on,
- Can they distinguish what phonics is? What group guided reading is? Give them some MCQ questions to test knowledge of process
- More about their home background! Reading background.

Time use/time on task/effective timetabling:
Really need to work out what could be an efficient teaching load in the school that would not compromise class sizes. IP classes are far too big – not sure if this is a consequence of teachers trying to reduce their teaching load as opposed to a lack of classrooms facilities. We need a clear picture of current staffing, teacher loads, class sizes across grades. There are efficiency aspects related to timetabling… a consequence of classroom usage, available classrooms and free periods.

Knowledge resources:
How would you rate your proficiency in
- SPEAKING, English – Very poor, Poor, Ok, Good, Very Good, Excellent
- READING English – Very poor, Poor, Ok, Good, Very Good, Excellent
- WRITING English – Very poor, Poor, Ok, Good, Very Good, Excellent