

GRADE 3 TEACHER INTERVIEW: LEADERSHIP FOR LITERACY SURVEY

Dear Educator

Thank you for allowing us to visit your school today. We value your time and what you do as an educator in this country.

The Research on Socioeconomic Policy Group (ReSEP), based in the Economics Department at Stellenbosch University, has begun a research project to understand how schools are doing in challenging contexts. The project also involves understanding how children are reading and factors related to reading in the school.

We would like to gather some information from you today on your experiences as an educator in this school. Please answer about how things actually are, not how they are should be. Your responses are treated with confidentiality and are anonymous. In our reporting the names of schools are removed. For example, we refer to school A or school B in a province. If there are questions you do not want to answer you don't have to.

This questionnaire will take you 30 minutes to complete. When you have completed it, please place it in the envelope provided and place into the RESEP box or give it to a visiting fieldworker. If you have any further queries, please don't hesitate to speak to the fieldwork team leader or contact Marie-Louise Shreve at the University of Stellenbosch, 021 8084443.

Thank you,

The ReSEP team

CONSENT TO BE SIGNED BY TEACHER:

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

Signed _____ on this date _____.

Instructions

Please use a black pen to complete the following survey.

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

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



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



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0.1 SCHOOL NAME:

0.4 RESPONDENT CELL:

0.2 NAME OF TEACHER OF CLASS:

0.5 DATA COLLECTOR:

0.3 DATE:

0.6 ESRC ID of TEACHER:

PART A: CAN BE SELF-ADMINISTERED IF TIME CONSTRAINTS

1 BACKGROUND

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

☐ Yes

☐ No

☐ No Response

1.2 Are you a teacher in this school?

☐ Yes

☐ No

☐ No Response

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

☐ Home Language

☐ English

☐ Mathematics

☐ Natural Science

☐ Life Science

☐ EMS

☐ Life orientation or life skills

☐ Other, specify:

1.4 For how long have you been teaching grade 3 in total?

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

1.6 Have you ever had a teaching or managerial post in another school?

☐ Yes

☐ No

1.7 What is your HIGHEST qualification? Choose only one response.

☐ National senior certificate/
school leaving certificate

☐ Diploma

☐ Bachelor degree (e.g. B.ED)

☐ Postgraduate certificate

☐ Honours degree

☐ Other, specify:

1.8 Any further comments to clarify response on questions above?



NONE



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

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

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

- ☐ Yes ☐ No

1.11 If your home language is NOT the same, how would rate your proficiency

- | | I am still learning | Ok | Good | Very good |
|---|--------------------------|--------------------------|--------------------------|--------------------------|
| a. In SPEAKING the language spoken by most learners in your classes | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| b. In READING the language spoken by most learners in your classes | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| c. In WRITING the language spoken by most learners in your classes | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

1.12 How many learners are there in the largest grade 3 class you teach?

2 READING, TEACHING AND RESOURCES

2.1 Are your grade 3s taught together with learners from other grades i.e. multi-grade teaching?

- ☐ Yes ☐ No

2.2 How often do grade 3 learners take out books from any form of library (central, classroom or mobile)?

- | | | |
|--|---|--------------------------------------|
| <input type="checkbox"/> Never | <input type="checkbox"/> At least once a term | <input type="checkbox"/> Once a week |
| <input type="checkbox"/> 2-3 times a week | <input type="checkbox"/> 4 times a week | <input type="checkbox"/> Every day |
| <input type="checkbox"/> N.A. We don't have any library in this school or one near by. | | |

2.3 Roughly, how many grade 3 learners in your class have access to the following books/resources?

- | | None/very few | Less than half | More than half but not all | All Gr.3's | Don't know |
|------------------------------------|--------------------------|--------------------------|----------------------------|--------------------------|--------------------------|
| a. Sets of graded readers | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| b. DBE work-books in home language | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| c. DBE work-books in English | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| d. Home language textbooks | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| e. English textbooks | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |



NONE



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2.4 How often do you use the following books/resources?

	Once a term	Once a week	2-3 times per week	Everyday	Don't know
a. Sets of graded readers	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
b. DBE workbooks in home language	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
c. DBE workbooks in English	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
d. Home language textbooks	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
e. English textbooks	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

2.5 How many graded readers do you have in your classroom in total? Note: Consider the total number of readers available, not the number of sets of readers. They must also be IN the classroom, available to you as a teacher.

- | | | |
|--|-------------------------------------|------------------------------------|
| <input type="checkbox"/> None | <input type="checkbox"/> 1 to 10 | <input type="checkbox"/> 11 to 20 |
| <input type="checkbox"/> 21 to 30 | <input type="checkbox"/> 31 to 50 | <input type="checkbox"/> 51 to 100 |
| <input type="checkbox"/> More than 100 | <input type="checkbox"/> Don't know | |

2.6 Last week, was any time set aside during school hours for all students in the school to read?

- ☐ Yes ☐ No

2.7 If yes, how much time in MINUTES was set aside over the whole week in total? i.e. count all the minutes spent each day.

- | | | |
|-------------------------------------|--|-------------------------------------|
| <input type="checkbox"/> 0-10 mins | <input type="checkbox"/> 11-20 mins | <input type="checkbox"/> 21-30 mins |
| <input type="checkbox"/> 31-60 mins | <input type="checkbox"/> More than 60 mins or 1 hour | <input type="checkbox"/> Don't know |

2.8 What percentage of grade 3 learners in your class can read well and with understanding in their MOTHER TONGUE?

- | | | |
|----------------------------------|-----------------------------------|-------------------------------------|
| <input type="checkbox"/> 0-20% | <input type="checkbox"/> 21%-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 |

2.9 What percentage of grade 3 learners in your class can read well and with understanding in ENGLISH?

- | | | |
|----------------------------------|-----------------------------------|-------------------------------------|
| <input type="checkbox"/> 0-20% | <input type="checkbox"/> 21%-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 |

2.10 What percentage of grade 3 learners in your class do you think can be taught to read well and with understanding in ENGLISH by Grade 6?

- | | | |
|----------------------------------|-----------------------------------|-------------------------------------|
| <input type="checkbox"/> 0-20% | <input type="checkbox"/> 21%-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 |



NONE



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2.11 How often has the Foundation Phase subject/curriculum advisor...

Never Once 2 times 3 times More than 3 times

a. come to your classroom in the last 12 months?
(i.e. Terms 2-4 of last year and 1st term of this year).

☐ ☐ ☐ ☐ ☐

b. observed you teaching in the last 12 months?
(i.e. Terms 2-4 of last year and 1st term of this year).

☐ ☐ ☐ ☐ ☐

2.12 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?

☐ More than 2 years ago

☐ Terms 1-3, 2016

☐ Last term, Q4 2016

☐ This term

☐ Last week

☐ This week

☐ I don't know

3 YOUR OWN READING FOR ENJOYMENT

We now want to ask a few questions about your experience with reading in your leisure time.

3.1 How often do you read for enjoyment outside of work requirements?

☐ Hardly ever, I am too busy

☐ Hardly ever, I don't like reading

☐ Some days

☐ Most days

☐ Everyday

☐ No Response

3.2 Which of the following do you mostly read? Tick all that apply.

☐ Novel/fiction

☐ Non-fiction books

☐ Magazines

☐ Children's books

☐ Newspapers

☐ Bible or religious text

☐ Online news and information

☐ No response

☐ Other, specify:

3.3 Approximately, how many books are there in your home?

☐ None or very few (0-10)

☐ Enough to fill a shelf (11-25)

☐ Enough to fill a bookcase (25-100)

☐ Enough to fill more than one bookcase (more than 100)

☐ No response

3.4 What is the title of your favourite fairy tale?

PART B: INTERVIEW QUESTIONS

4 ABOUT YOU AND YOUR CLASS

PROMPT: I now want to ask you a few questions about how you manage to deal with having learners of different academic abilities in your class. Some may be faster learners than others.

4.1 a. How often do you give easier work to those learners that are doing badly in class or cannot keep up with others?

☐ Never

☐ At least once a term

☐ Monthly

☐ Once a week

☐ 2-3 times a week

☐ 4 times a week

☐ Everyday

☐ No response



NONE



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4.2 b. If you do this at all, can you tell me a little about the type of work you give? If you don't, what do you do about learners who are falling behind?

4.3 a. How often do you alter or change what you planned to teach to match the ability level of learners in the class?

☐ Never☐ At least once a term☐ Monthly☐ Once a week☐ 2-3 times a week☐ 4 times a week☐ Everyday☐ No response

4.4 b. If you do this at all, can you tell me a little about what this involves?

4.5 a. How often do you separate learners in your class into ability groups?

☐ Never☐ At least once a term☐ Monthly☐ Once a week☐ 2-3 times a week☐ 4 times a week☐ Everyday☐ No response

4.6 b. If you do this at all, how do you decide which learners are better than others or which groups to place them in?

4.7 Interviewer: Any further comments to clarify response on questions above?



NONE



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5 READING

5.1 Last week, how many DAYS did you spend time on the following?

	None	1 day	2 days	3 days	4 days	5 days i.e. everyday
a. Phonics in home language	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
b. Reading with the whole class (shared reading) in home language	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
c. Guided group reading in home language	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
d. Reading in English	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
e. Phonics in English	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

5.2 Last week, how many MINUTES PER DAY did you spend on the following?

- a. Phonics in home language:
- b. Reading with the whole class (shared reading) in home language:
- c. Guided group reading in home language:
- d. Reading in English:
- e. Phonics in English:

5.3 Interviewer: Any further comments to clarify response on days and times set for a. to e.

5.4 Are there any school-wide programmes to improve reading in the foundation phase?

- ☐ Yes ☐ No ☐ Don't know

5.5 If yes, please could you tell us a little more about this reading programme?

5.6 How difficult or easy is it to teach the learners in your class to read?

- ☐ Impossible ☐ Very difficult ☐ Difficult
☐ Easy ☐ Very Easy ☐ Don't know

5.7 How difficult or easy is it to teach a learner from a very poor family to read?

- ☐ Impossible ☐ Very difficult ☐ Difficult
☐ Easy ☐ Very Easy ☐ Don't know



NONE



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5.8 How do you identify which students are struggling to read? Interviewer note: Do not read out list, but tick appropriate responses.

- | | | |
|---|--|--|
| <input type="checkbox"/> By just walking around the classroom | <input type="checkbox"/> During one on one reading with students | <input type="checkbox"/> During group guided reading |
| <input type="checkbox"/> Results on language tests | <input type="checkbox"/> Through one on one reading tests | <input type="checkbox"/> Other, specify |

5.9 Interviewer: Any further comments to clarify response on question above?

5.10 What do you do if a student in your class is struggling with reading? Interviewer note: Do not read out list, but tick appropriate responses.

- | | | |
|---|---|--|
| <input type="checkbox"/> Not much. There are too many students in my class to support individual students | <input type="checkbox"/> Give them easier graded readers | <input type="checkbox"/> Spend time with them after school hours to help them with their reading |
| <input type="checkbox"/> Spend time with them during break to help them with their reading | <input type="checkbox"/> Refer them to an external remedial teacher | <input type="checkbox"/> Refer them to a remedial teacher within our school |
| <input type="checkbox"/> Involve parents | <input type="checkbox"/> Create an individual development plan | <input type="checkbox"/> Other, specify: |

5.11 Interviewer: Any further comments to clarify response on question above?

6 ASSESSMENTS

6.1 Do you use any Early Grade Reading Assessment (EGRA) norms or benchmarks for the assessment of grade 3 reading? In other words, do you have any clear criteria for determining how well a grade 3 learner can read?

- ☐ Yes ☐ No ☐ I don't know what those are



NONE



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6.2 If yes, can you explain what these norms or benchmarks or criteria are? Interviewer note: Please record open-ended response.

6.3 Do you have an assessment plan for your grade 3 class/es?

☐ Yes

☐ No

☐ Not sure

6.4 Interviewer: If yes, can the teacher show you an annual assessment plan?

☐ Yes

☐ No

6.5 Interviewer: Any further comments to clarify response on assessment plans?

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?

☐ Never (subject tests are different across each class per grade)

☐ Once or twice a year

☐ Termly

☐ Monthly

☐ Weekly

☐ Don't know

6.7 Who, if anybody, moderates your tests or assessments? Tick all that apply.

☐ Myself

☐ Another teacher

☐ An HOD

☐ Deputy Principal

☐ Principal

☐ District officials

☐ No one moderates.

6.8 Interviewer: Any further comments to clarify response internal common tests?

6.9 Last year, did your grade 3 classes write any tests or assessments that were set by the district or province?

☐ Yes

☐ No

☐ Don't know

6.10 What are the TWO greatest challenges you face as a teacher in this school?

6.11 What is the one thing you like most about teaching in this school?



NONE



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