

PRINCIPAL INTERVIEW: LEADERSHIP FOR LITERACY SURVEY

Dear Principal

Thank you for allowing us to visit your school today. We value your time and what you do as a school leader 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 a principal 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.

We would like to record the interview, provided you are comfortable with that. The purpose of this is to ensure that as fieldworkers we take accurate notes on the interview and to guide us in improving our instrument. If you do not want a recording, we will respect that decision or if at any point in the interview you ask us to stop recording we will stop.

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

Thank you

CONSENT TO BE SIGNED BY PRINCIPAL:

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

Signed _____ on this date _____.

Instructions to fieldworker

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.



NB: Focus on the "ASK" questions during the interview.

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0.1 SCHOOL NAME:

0.2 NAME OF PRINCIPAL:

0.3 Date of visit (DD/MM/YYYY):

0.4 PRINCIPAL CELLPHONE:

0.5 PRINCIPAL EMAIL:

0.6 DATA COLLECTOR:

1 BACKGROUND (part A)

1.1 What is your current position in this school?

☐ The permanently appointed principal

☐ The acting principal

Other, specify

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

Years

Months

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

Years

Months

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

☐ Yes

☐ No

☐ No Response

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

☐ National senior certificate/
school leaving certificate

☐ Bachelor degree e.g. BED

☐ Diploma

☐ Postgraduate certificate

☐ Honours degree

Other, specify



NONE



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2 EXPECTATIONS

2.1 If you had a child of primary school age, would you be happy to enroll your child in this school?

☐ Yes

☐ No

☐ I already have a child at this school.

2.2 What percentage of learners in this school do you think will go on to university?

☐ 0-20%

☐ 21%-40%

☐ 41%-60%

☐ 61%-80%

☐ 81%-100%

☐ I don't know

2.3 How often are their conflicts between teachers and school management?

☐ Never

☐ Hardly ever

☐ Sometimes

☐ Often

☐ Very often

☐ No response

☐ No response

3 READING AND SHARING NEW IDEAS

3.1 Do teachers in your school receive any expert assistance in the teaching of reading?

☐ Yes

☐ No

3.2 If yes, who is this 'expert'?

☐ District official

☐ Person from an NGO or volunteer organisation.

☐ An educator in the school who is specialised in reading

☐ An educator in the school who is NOT specialised in reading

Other, specify

☐ N.A. No reading expert.

3.3 When was the last time structured time was set aside by you or an SMT (school management team) member to share new teaching practices with other teachers?

☐ Never

☐ More than 2 years ago

☐ In Terms 1-3, 2016

☐ Last term, Q4 2016

☐ This term

☐ I don't know

3.4 The last time this happened, was this a feedback session after attending a district workshop or was this school-initiated sharing of best practice?

☐ N.A. No sharing of best practice

☐ District workshop feedback session

☐ School-initiated

Other, specify

3.5 How regular do teachers in this school adopt or use new teaching practices in the classroom?

☐ Never

☐ Hardly ever

☐ Sometimes

☐ Often

☐ Almost always

☐ No response



NONE



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4 FREE PERIODS

4.1 How many free periods do foundation phase teachers get PER WEEK, on average?

- | | | |
|---------------------------------------|----------------------------|--------------------------------------|
| <input type="checkbox"/> None | <input type="checkbox"/> 1 | <input type="checkbox"/> 2 |
| <input type="checkbox"/> 3 | <input type="checkbox"/> 4 | <input type="checkbox"/> More than 4 |
| <input type="checkbox"/> I don't know | | |

4.2 How many free periods do English teachers in the intermediate phase get PER WEEK, on average?

- | | | |
|---------------------------------------|----------------------------|--------------------------------------|
| <input type="checkbox"/> None | <input type="checkbox"/> 1 | <input type="checkbox"/> 2 |
| <input type="checkbox"/> 3 | <input type="checkbox"/> 4 | <input type="checkbox"/> More than 4 |
| <input type="checkbox"/> I don't know | | |

5 SECTION 21, BOOK PROCUREMENT, AND SGB

5.1 Does this school have section 21 functions?

- | | | |
|------------------------------|-----------------------------|--|
| <input type="checkbox"/> Yes | <input type="checkbox"/> No | <input type="checkbox"/> Principal does not know |
|------------------------------|-----------------------------|--|

5.2 If yes, do you receive monies for textbooks directly into the school account or does the department buy all textbooks?

- | | | |
|---|---|-------------------------------------|
| <input type="checkbox"/> We receive money into our account to purchase textbooks. | <input type="checkbox"/> We do not receive the money into our account. The department buys the textbooks. | Other, specify <input type="text"/> |
| <input type="checkbox"/> Don't know | | |

5.3 If there was NO School Governing Body (SGB) in this school, would the school be worse, the same, or better off?

- | | | |
|--|---|-----------------------------------|
| <input type="checkbox"/> Much worse off | <input type="checkbox"/> A little worse off | <input type="checkbox"/> The same |
| <input type="checkbox"/> A little better off | <input type="checkbox"/> Much better off | |

5.4 Does the current SGB have the necessary competencies or skills to fulfil their functions?

- | | | |
|---|--------------------------------------|-----------------------------|
| <input type="checkbox"/> Yes | <input type="checkbox"/> Maybe | <input type="checkbox"/> No |
| <input type="checkbox"/> Definitely not | <input type="checkbox"/> No response | |

5.5 Does your school's SGB have the necessary competencies or skills to make good recommendations on staff appointments?

- | | | |
|---|--------------------------------------|-----------------------------|
| <input type="checkbox"/> Yes | <input type="checkbox"/> Maybe | <input type="checkbox"/> No |
| <input type="checkbox"/> Definitely not | <input type="checkbox"/> No response | |



NONE



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6 PART B: PRINCIPAL INTERVIEW

BACKGROUND (Part B)

6.1 SCHOOL NAME:

6.2 Date of visit (DD/MM/YYYY):

6.3 NAME OF PRINCIPAL:

6.4 INTERVIEWER: If you are not interviewing the principal explain why?

6.5 What is the respondent's biological sex?

☐ Female

☐ Male

☐ Other

7 GOALS

7.1 ASK (a) What goals have you set for this school for the next 5 years? Instruction: please write down the response.

7.2 REFLECT (a1) Can the principal tell you what the goals of the school are for the next 5 years?

☐ Yes, and is very clear about the goals

☐ Yes, but goals mentioned are vague

☐ No, principal only mentions goals set many years ago or general ideas such as "school improves"

☐ No. Principal cannot really answer this question.

7.3 REFLECT (a2) What are the goals about? Choose all that apply.

☐ Improving learner performance

☐ Reducing learner absenteeism

☐ Improving teacher performance

☐ teacher development

☐ end of year pass rates

☐ Improving infrastructure (e.g. classrooms)

☐ More I.T. or computers

☐ N.A. Principal can't articulate goals

Other, specify



NONE



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7.4 ASK (b) If you have goals, have you ever expressed them as TARGETS? Could you tell me a little about this? Instruction: please note down the response.

7.5 REFLECT (b1) Does the principal give targets with any of these goals (e.g. a certain percentage of learners can read or pass the grade or offering two teacher development courses per year)?

- | | | |
|---|---|---|
| <input type="checkbox"/> Yes, targets are clear | <input type="checkbox"/> Yes, there are targets but they are very vague | <input type="checkbox"/> No, no targets have been set |
| <input type="checkbox"/> I am not sure | <input type="checkbox"/> N.A. Principal didn't provide any goals | |

7.6 REFLECT (b2) Are any of these targets expressed in value-added terms e.g. percentage of learners who can read in grade 3 improves by 10 percent over the year.

- | | | |
|---|-----------------------------|--|
| <input type="checkbox"/> Yes | <input type="checkbox"/> No | <input type="checkbox"/> I am not sure |
| <input type="checkbox"/> N.A. Principal didn't provide any goals or targets | | |

7.7 Interviewer: Any further comments on this section?

8 PERFORMANCE TRACKING AND REVIEW

8.1 ASK (a) Could you tell me about how you track overall school performance?

8.2 REFLECT (a1) Is there any indication that the principal is measuring school performance in some way?

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



NONE



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8.3 ASK (b) What kind of main parameters (or factors) do you use to track overall school performance?

Instructions: Do not read out. Tick all that apply

- | | | |
|---|---|---|
| <input type="checkbox"/> Learners' end of year examinations | <input type="checkbox"/> Learners' term assessments/tests | <input type="checkbox"/> Learner's ability to read |
| <input type="checkbox"/> Repetition and dropout schedules | <input type="checkbox"/> Teacher absenteeism | <input type="checkbox"/> Learner absenteeism |
| <input type="checkbox"/> Measures of student behaviour | <input type="checkbox"/> We track student progress after primary school | Other, specify <input style="width: 100px; height: 20px;" type="text"/> |

8.4 ASK (c) How often do you have meetings with all teaching staff to review how the school is doing on each parameter?

- | | | |
|--|--------------------------------------|---------------------------------------|
| <input type="checkbox"/> Never | <input type="checkbox"/> Once a year | <input type="checkbox"/> Twice a year |
| <input type="checkbox"/> Each term (quarterly) | <input type="checkbox"/> Every month | <input type="checkbox"/> Weekly |
| <input type="checkbox"/> N.A. No tracking | | |

8.5 ASK (d) At the last meeting what type of data or information on each parameter did you show to the teachers?

9 PERFORMANCE DATA

9.1 ASK: How do you know which specific students are not doing well academically? Instruction: Don't read out list. Tick all that apply.

- | | | |
|--|---|--|
| <input type="checkbox"/> Student results' schedules or mark sheets | <input type="checkbox"/> The teacher tells me about these students | <input type="checkbox"/> I sit in on Lessons |
| <input type="checkbox"/> It is the teachers job to identify this. I don't do that. | Other, specify <input style="width: 100px; height: 20px;" type="text"/> | <input type="checkbox"/> No Response |

9.2 ASK (a) Do you perhaps have a breakdown of the most recent results of students in this school?

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

9.3 ASK (a1) If yes, could you show me this schedule?

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

9.4 EVIDENCE (a2) Could the principal show you a schedule or breakdown of results?

- | | | |
|--|--|---|
| <input type="checkbox"/> Yes, principal has the results in office or own records | <input type="checkbox"/> Yes, but had to ask another staff member for them | <input type="checkbox"/> No, couldn't provide results |
|--|--|---|



NONE



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9.5 REFLECT (a3) In what format are the results recorded? Tick all that apply.

- ☐ Captured electronically but only shown on paper ☐ Manually written by hand ☐ Shown on the computer - a spreadsheet or system
- Other, specify ☐ N.A. no documents of results seen

PROMPT: Could you tell me about how GRADE 6 and 7 classes and students performed in their end of year tests or examinations (2016)? For example which were your weakest classes, strongest classes and which students are doing well and which are not doing well?

9.6 REFLECT (b1): How much clarity does the principal have about who are the weakest grade 6 and 7 CLASSES?

- ☐ None ☐ A little clarity ☐ A lot of clarity
- ☐ I am not sure

9.7 REFLECT (b2): How much clarity does the principal have about who are the weakest grade 6 and 7 STUDENTS?

- ☐ None ☐ A little clarity ☐ A lot of clarity
- ☐ I am not sure

9.8 REFLECT (b4): How much clarity does the principal have about the TOPICS WITHIN SUBJECTS in which students are struggling most?

- ☐ None ☐ A little clarity ☐ A lot of clarity
- ☐ I am not sure

9.9 Interviewer: Any further comments on this section?

10 SCHOOL MANAGEMENT TEAM MEETINGS (Note: Can be asked of both the principal and deputy principal)

10.1 ASK (a) How regularly do you hold SMT meetings?

- ☐ Termly ☐ Monthly ☐ Once a week
- ☐ More than once a week

10.2 ASK (b) When will you be holding your next SMT meeting?

10.3 REFLECT (b1) Can the principal give you a clear indication of when the next definite meeting is scheduled?

- ☐ Yes ☐ No



NONE



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10.4 ASK (c) Were minutes taken at your last meeting?

☐ Yes

☐ No

☐ Don't know

10.5 ASK (c1) If yes, would you or someone else be able to show me these meeting minutes?

☐ Yes

☐ No

10.6 REFLECT (c2) If yes, who was able to show you the meeting minutes?

☐ The principal

☐ The deputy principal

☐ Another staff member

10.7 EVIDENCE (c3) If yes, have you taken a photograph of the minutes on this tablet?

☐ Yes

☐ No

10.8 EVIDENCE (c4) Is curriculum management (incl. assessment) on the agenda as an item?

☐ Yes

☐ No

☐ Not sure

10.9 EVIDENCE (c5) Do the minutes state agreed actions with assigned responsibilities?

☐ Yes

☐ No

☐ Not sure

10.10 Interviewer: Any further comments on this section?

DRAFT

11 READING (Note: Can be asked of both the principal and deputy principal)

ASK PRINCIPAL:

11.1 What percentage of grade 3 learners can read well and with understanding in their mother tongue?

Instruction: Choose a category but also write percentage if exact response given?

☐ 0-20%

☐ 21%-40%

☐ 41%-60%

☐ 61%-80%

☐ 81%-100%

☐ Principal doesn't now.

☐ Principal doesn't know but
refers me to another staff member



NONE



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11.2 What percentage of learners in grade 6 can read well and with understanding in English? Instruction: Choose a category but also write percentage if exact response given?

- | | | |
|---|-----------------------------------|--|
| <input type="checkbox"/> 0-20% | <input type="checkbox"/> 21%-40% | <input type="checkbox"/> 41%-60% |
| <input type="checkbox"/> 61%-80% | <input type="checkbox"/> 81%-100% | <input type="checkbox"/> Principal doesn't know. |
| <input type="checkbox"/> Principal doesn't know but refers me to another staff member | | |

12 ASK DEPUTY PRINCIPAL if PRINCIPAL CAN'T RESPOND:

12.1 What percentage of grade 3 learners can read well and with understanding in their mother tongue? Instruction: Choose a category but also write percentage if exact response given?

- | | | |
|--|-----------------------------------|---|
| <input type="checkbox"/> 0-20% | <input type="checkbox"/> 21%-40% | <input type="checkbox"/> 41%-60% |
| <input type="checkbox"/> 61%-80% | <input type="checkbox"/> 81%-100% | <input type="checkbox"/> Deputy principal doesn't know. |
| <input type="checkbox"/> Deputy principal doesn't know but refers me to another staff member | | |

12.2 What percentage of learners in grade 6 can read well and with understanding in English? Instruction: Choose a category but also write percentage if exact response given?

- | | | |
|--|-----------------------------------|---|
| <input type="checkbox"/> 0-20% | <input type="checkbox"/> 21%-40% | <input type="checkbox"/> 41%-60% |
| <input type="checkbox"/> 61%-80% | <input type="checkbox"/> 81%-100% | <input type="checkbox"/> Deputy principal doesn't know. |
| <input type="checkbox"/> Deputy principal doesn't know but refers me to another staff member | | |

13 CURRICULUM MANAGEMENT (Note: Can be asked of principal or deputy principal)

13.1 ASK (a) Can you tell me a little about how you monitor curriculum coverage?

13.2 ASK (b) Do have a written plan to supervise curriculum management?

- ☐ Yes ☐ No

13.3 ASK (c) If yes, could you show it to me? Interviewer: Can the principal show you the curriculum management supervision plan?

- ☐ Yes ☐ No

14 PROTECTING INSTRUCTIONAL TIME

PROMPT: I am now going to ask you a little about absenteeism in your school.



NONE



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14.1 ASK (a) How many teachers in your school were absent LAST FRIDAY?

14.2 REFLECT (a1) In your opinion how informed is the principal about the number of teachers that were absent on Friday?

- ☐ Very informed ☐ Somewhat informed ☐ Uninformed
☐ Very uninformed

14.3 REFLECT (a2) Which of the following did the principal have to use to answer the question? Tick all that apply.

- ☐ Did not use anything. ☐ Teacher register ☐ Asked another staff member

Other, specify

14.4 ASK (b) How many teachers in your school are absent TODAY?

14.5 REFLECT (b1) In your opinion how informed is the principal about how many teachers are absent today?

- ☐ Very informed ☐ Somewhat informed ☐ Uninformed
☐ Very uninformed

15 SECTION 21, BOOK PROCUREMENT, BUDGETS AND SGB

15.1 ASK (a) Would you be able to show me a copy of the school's budget for 2017 or 2016?

- ☐ Yes, its available. ☐ We have one but it's not available. ☐ No, we don't have a budget

15.2 EVIDENCE (a1) If yes, could you get a copy of the budget from the school?

- ☐ Yes ☐ No

15.3 EVIDENCE (a2) If yes, have you taken a photo of the budget on the tablet?

- ☐ Yes ☐ No

15.4 Interviewer: Any further comments for clarification?

16 ATTRACTING TALENT

PROMPT: I now want to ask a little about how you get good teachers to this school?

16.1 ASK (a) How much influence do you think you have in getting good teachers into posts in this school?

Instruction: Read out response options.

- ☐ None ☐ A little ☐ Quite a lot
☐ A lot ☐ No response



NONE



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16.2 ASK (b) What methods do you use to attract good teachers to this school? Instruction: Tick more than one. Interviewer to write down principals' response.

☐ Just usual govt. processes. E.g. Advert in government gazette or website

☐ Local newspaper advert

☐ Local radio advertisement

☐ I contact potential teachers directly to inform them of the vacancy

☐ I ask teachers and SGB members to contact potential teachers

Other, specify

16.3 Interviewer: Any further comments on this section?

17 IDENTIFYING BEST TEACHERS

17.1 ASK (a) How do you know who your best teachers are? Wait then prompt: Do you use any criteria to identify the best teachers?

17.2 REFLECT (a1) Does the principal have any way or approach of identifying best teachers?

☐ The principal provides no clarity about how this is done (ie. The principal cannot tell you which teachers are good and which ones are not: "everyone is a great performer!")

☐ Principal provides at least a vague idea of how he/she identifies the best teachers

☐ Principal provides a clear description of how he/she identifies the best teachers

17.3 REFLECT (a2) Does the principal use any criteria to determine who the best teachers are?

☐ N.A. No system for identifying best teachers.

☐ The principal is very vague. No clear criteria.

☐ The principal identifies ONE clear criteria by which this is done. Eg. teachers student marks or by observing lessons.

☐ The principal identifies at least TWO clear criteria by which this is done. Eg. student marks, by observing lessons, or the teachers absenteeism rates.



NONE



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17.4 ASK (b) If yes, how regularly do you use these criteria to identify your best teachers?

17.5 REFLECT (b1) Frequency by which the principal is checking who the best teachers are?

- ☐ N/A. No system for identifying best teachers. ☐ No regular intervals. Ad-hoc. ☐ Regularly once a year
- ☐ Regularly twice a year ☐ Regular quarterly intervals or more.

17.6 Interviewer: Any further comments on this section?

18 AWARDING BEST TEACHERS

18.1 ASK (a) Other than usual IQMS processes, does your school have a system of awards or rewards (monetary or non-monetary) for acknowledging your best teachers? Can you tell me a bit about this?

18.2 REFLECT (a1) Does a teacher rewards/award system other than IQMS exist in the school?

- ☐ Yes ☐ No

18.3 REFLECT (a2) If yes, who does this teacher awards/rewards system acknowledge?

- ☐ N.A. No reward/award systems other than IQMS ☐ All or most teachers. Does not single out best individuals or groups. ☐ Singles out best individuals or groups

18.4 ASK (b) How regularly are teacher rewards/awards given? Instruction: Do not read out list. Choose closest response.

- ☐ N.A. No reward/awards system other than IQMS ☐ Happen in an ad-hoc manner (eg. once off event, when the principal feels like it, when someone donates for the awards). ☐ Happen regularly once a year
- ☐ Happen regularly more than once a year



NONE



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18.5 ASK (c) How do you decide which teachers get an award?

18.6 REFLECT (c1) How clear are the criteria used to determine which teacher should get an award/reward?

- ☐ N.A. No reward/award systems at all other than IQMS
☐ Clear criteria (eg. teachers' student marks, class pass rates, teacher absenteeism)
- ☐ No criteria at all. Decisions made in ad-hoc manner.
- ☐ Vague criteria

18.7 Interviewer: Any further comments on this section?

19 ACCOUNTABILITY

19.1 ASK (a) When was the last time that a principal in this school had to address a teacher on problems of poor performance or misconduct?

- ☐ Never
☐ Last term, Q4 2016
☐ I don't know
- ☐ More than 2 years ago
☐ This term
- ☐ Terms 1-3, 2016
☐ This week

19.2 ASK (b) Can you tell me about the last time you had to address problems of poor teaching among teachers in this school?

19.3 ASK (c) Did an HOD have a one-on-one meeting with that teacher to talk about the problem?

- ☐ N.A. Never had to address a teacher on poor teaching
☐ Not sure
- ☐ Yes
☐ No response
- ☐ No

19.4 ASK (d) Did you have a one-on-one meeting with that teacher to talk about the problem?

- ☐ N.A. Never had to address a teacher on poor teaching
☐ No response
- ☐ Yes
☐ No



NONE



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19.5 ASK (e) Was a warning letter issued?

- ☐ N.A. Never had to address a teacher on poor teaching ☐ Yes ☐ No
☐ No response

19.6 ASK (f) Has the teacher since improved or changed their behaviour for the better?

- ☐ N.A. Never had to address a teacher on poor teaching ☐ Yes ☐ No
☐ Not sure ☐ No response

19.7 ASK (g) Did that teacher leave the school in response to the criticism?

- ☐ N.A. Never had to address a teacher on poor teaching ☐ Yes ☐ No
☐ No response

19.8 Interviewer: Any further comments on this section?

20 CONTEXT

20.1 What are the greatest challenges you face as a principal in this school?



NONE



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21 INFRASTRUCTURE QUESTIONS: Could also be asked of an administrator, deputy or HOD. Its not essential to ask the principal if you run out of time or the interview has taken too long. But please make sure this information is asked.

21.1 SCHOOL NAME:

21.2 Date of visit (DD/MM/YYYY):

21.3 DATA COLLECTOR:

22 INFRASTRUCTURE

22.1 How many useable classrooms are there in this school?

How many toilets does the school have for

22.2 boy learners?

22.3 girl learners?

22.4 staff?

22.5 Does this school have

	Yes	No
a. piped water?	<input type="checkbox"/>	<input type="checkbox"/>
b. another reliable water supply other than piped water?	<input type="checkbox"/>	<input type="checkbox"/>
c. flush toilets for learners	<input type="checkbox"/>	<input type="checkbox"/>
c. electricity?	<input type="checkbox"/>	<input type="checkbox"/>
d. a landline?	<input type="checkbox"/>	<input type="checkbox"/>
e. internet?	<input type="checkbox"/>	<input type="checkbox"/>

22.6 How regularly does the school experience problems with

	Rarely - less than monthly frequency of interruption	Monthly	Weekly	Daily
a. water supply?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
b. electricity supply?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
c. internet connection?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>



NONE



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23 STAFFING AND ENROLMENT

23.1 How many staff in total do you have here?

23.2 How many deputies?

23.3 How many HODs?

23.4 How many administrators?

23.5 How many cleaners?

23.6 How many educator vacancies?

23.7 How many educators are paid by the Department?

23.8 How many educators are paid by the SGB (School Governing Body)?

23.9 How many non-educator staff are paid by the SGB (School Governing Body)?

23.10 How many learners are enrolled in 2017?

23.11 How did the number of admissions or applications you received this year compare with last year? Instruction: Read out responses

- | | | |
|--|--|--|
| <input type="checkbox"/> A lot less than last year | <input type="checkbox"/> Less than last year | <input type="checkbox"/> The same as last year |
| <input type="checkbox"/> A few more than last year | <input type="checkbox"/> A lot more than last year | |

23.12 This year did you admit all learners that applied or tried to be admitted to the school?

- ☐ Yes ☐ No



NONE



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