

EGRS LESSON STUDY NORTH-WEST PROVINCE GRADE 2 SETSWANA HOME LANGUAGE TEACHER INTERVIEW

Note to fieldworker: Conduct this interview with each of the Grade 2 teachers that you observed teaching.

COVER PAGE			
1.	Name of school		Write name
2.	School's EMIS no		Write number
3.	District		1= Dr Kenneth Kaunda 2= Ngaka Modiri Molema
4.	Name of fieldworker responsible for data collection		Write initials and surname
5.	Today's date	/ 10 / 2016	Write Day
6.	Day of the week		Write the day of the week
7.	Name of teacher. <i>The teacher should be a teacher that you observed teaching</i>		Write initial and surname
8.	Name the specific Grade 2 class (or grades if combined grades) e.g. Grade 2a. <i>Should be the class that you observed.</i>		Write grade/s 98=N/A. There is only one Grade 2 class

This interview schedule consists of ten sections

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Introduction for the teacher:

The purpose of this research is to study Home Language Setswana teaching in Grade 2. The aim is to establish approaches to literacy and language development in Foundation Phase in North-West Province primary schools and how literacy and language development programmes are being implemented. Your co-operation is greatly appreciated. This interview should take a **maximum of one hour**.

Section A: Teacher and Lesson details

1.	Are you ...		<i>Write a code for each</i> 1= Yes 2= No 99= Don't know
	1. an Early Childhood Development (ECD) specialist?		
	2. a Foundation Phase specialist?		
	3. an Intermediate Phase specialist?		
	4. Other (Specify)		
2.	Are you officially the teacher of the Grade 2 class observed?		1= Yes 2= No, substituting 3= Other, specify
3.	<i>If no, why were you observed instead of the usual class teacher?</i> Other (Specify)		1= Usual teacher absent due to illness 2= Usual teacher attending DoE/other workshop 3= Usual teacher asked the teacher to teach for the observation 4= Other, write explanation 98=N/A. Teacher observed is the usual class teacher.
4.	Will you be teaching Grade 2s again next year (2017)?		1= Yes 2= No 99= Don't know/ Unsure.
5.	If not, why not		1= School rotates teachers to different grades each year 2= Teacher is leaving the school 3= Other, specify 99= Don't know 98= Not applicable – classes are not combined
6.	Were different classes/grades combined for the lesson observation?		1= Yes 2= No
7.	<i>If yes, why</i>		<i>Write reason</i> 99= Don't know 98= Not applicable – classes are not combined

Section B: Class size

1.	How many Grade 2 learners are in class we observed?		<i>Write the number</i> 99= Don't know
2.	How many learners were absent in your class today?		<i>Write the number</i> 99= Don't know

Section C: Time on task

1.	How many hours in a week do you spend teaching Grade 2 Setswana Home Language? Note to fieldworker: We want to see if teachers know this without referring to their timetable. If they don't know and want to refer to the timetable, write 98 (Don't know) and tell them you will check the timetable later to save time.		<i>Write the number of hours, e.g. 06h30</i> 99= Don't know
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Section D: Homework

1.	How often do you give learners the following homework each week for Home Language? <i>Fieldworker – here you can give the teacher the response options</i>		
	1. Reading		<i>Write one code only for each</i> 0= Hardly ever/never 1= Once a week 2= Twice a week 3= Three times a week 4= Four times a week 5= Daily
	2. Writing		
	3. Spelling		
2.	If you give Setswana reading homework, how many minutes of reading homework do you usually give your Grade 2 learners on one day?		<i>Write the number of minutes</i> 98= N/A. Never/rarely gives reading homework 99= Don't know. Reading homework is not time based.
3.	If you give reading homework, what books are used by the learners for practising reading at home?		
			<i>Write reason/s</i> 1=DBE workbooks 2=Graded readers 3=Textbooks 4=Library books 5=Other, specify 98= N/A. Never or rarely gives homework
4.	If you never or you hardly ever give reading homework, what is/are the reason/s?		
			<i>Write reason/s</i> 98= N/A. Learners take books home

Section E: Planning and curriculum coverage

1.	What are the TWO documents you have mainly used to plan your Setswana teaching programme for each term and year this year (2016). <i>Fieldworker – do not give the teacher the options but write the two codes for response options that 'match' what the teacher says in the separate boxes provided</i>		<i>Write a maximum of two codes</i> 0= No plan 1= Curriculum and Assessment Policy Statement (CAPS) documents 2= DBE learner pre-printed workbooks 3= Own plan (compiled by myself) 4= Plan compiled with/by another teacher/s at the school 5= Plan of work/lesson plans compiled by EGRS/Class Act 6= Plan compiled by another NGO or other agency 7= A lesson plan compiled through the Provincial Ed Dept (e.g. through a workshop) 8= A Teacher's Guide or textbook 9= Other, specify
	Other (Specify)		

2.	What are the TWO documents that you mainly use to help you plan your daily lessons ? For example, what document did you rely on when planning the lesson observed today? Fieldworker Do not give the teacher the options but write the codes for response options that 'match' what the teacher says in the two separate boxes provided		Write a maximum of two codes 0= No plan 1= Curriculum and Assessment Policy Statement (CAPS) documents 2= DBE learner pre-printed workbooks 3= Own lesson plan (compiled by myself) 4= Plan compiled with/by another teacher/s at the school 5= Lesson plans compiled by EGRS/Class Act 6= Plan compiled by another NGO or other agency 7= A lesson plan compiled through the Provincial Ed Dept (e.g. through a workshop) 8= A Teacher's Guide or textbooks 9= Other, specify If more than one of the above, specify using codes
Other (Specify)			
3.	Are you satisfied with how far you have progressed with the Grade 2 Home Language curriculum so far this year (2016) ? Prompt: Do you feel you have fully covered the Setswana curriculum so far this year?		1= Satisfied 2= Not satisfied 99= Don't know
4.	Do you think that you will finish the curriculum by the end of this year?		1= Yes 2= No 99= Don't know
5.	If you are <i>satisfied</i> with your progress this year , what has helped you to cover the curriculum? Fieldworker: Don't provide teachers with the response options		
		1= Support (lesson plans) for implementing and covering (pacing) the curriculum from EGRS/Class Act 2= Support for implementing and covering the curriculum from school principal/HoD/SMT 3= Support for implementing and covering the curriculum from DoE officials 4= Giving extra classes e.g. before or after school 5= Giving homework 6= Other, write the reason 98= N/A. Not satisfied	
6.	If you are not satisfied, what are the reasons for not managing to cover the curriculum as planned? Fieldworker: Don't provide teachers with the response options below but write the codes for response options that 'match' what the teacher says		
		1= There was not enough time to cover the curriculum 2= Children started too far behind at the beginning of the year 3= Curriculum is too ambitious/ covers too much/is too difficult for children in this grade 4= No or not enough monitoring or support for pacing the implementation/ coverage of the curriculum 5= Other, specify 98= N/A. Satisfied with the progress. 99= Don't know	
7.	Did you manage to cover the Grade 2 Setswana curriculum by the end of the last year (in 2015)?		1= Yes 2= No 98= N/A. Did not teach Grade 2 in 2015 99= Don't know

8.	If not , why not? Fieldworker: Don't provide teachers with the response options but write the codes for response options that 'match' what the teacher says.		
		0= Teacher did not teach Grade 2 last year 1= There was not enough time to cover the curriculum 2= Children started too far behind at the beginning of the year 3= Curriculum is too ambitious/ covers too much/is too difficult for children in this grade 4= In 2015 we did not have monitoring or support for pacing the implementation/coverage of the curriculum 5= In 2015 we did not have scripted lessons provided 6= Other, specify 98= N/A. Satisfied with the progress.	
9.	a) Who has checked whether you are managing to cover the Grade 2 Home Language curriculum this year ? <i>Fieldworker: Don't prompt teachers with the options listed below but tick relevant boxes below. For each box ticked ask question 9b)</i>		b) How do they check? <i>Instruction to fieldworker: Don't prompt teachers with the response options but use the codes for response options that 'match' what the teacher says. May use more than one code.</i>
	1. No one		Select relevant responses. 1= Checks learners' workbooks 2= Checks learner assessment (tests, mark books, etc.) 3= Checks the work schedule 4= Observes lessons 5= Teacher him/herself gives a verbal report 6= Sends WhatsApp/SMS messages 7= Other, specify 98= N/A. Does not check
	2. DoE officials		
	3. School Management Team member/s/ HoD/ Principal		
	4. Someone from EGRS/Class Act		
	5. Another NGO/ other INSET provider		
	6. Other (Specify)		
10.	How do you usually catch up when you fall behind with the Home Language curriculum plan? <i>Fieldworker: Do not provide teachers with the response options but use the code for the response option that 'matches' what the teacher says.</i>		
			Write one code only 0= Have no way of catching up 1= Extra teaching time e.g. lessons run before/after school/during breaks 2= Skip ahead 3= Squeeze two lessons into one 4= Give extra homework 5= Other, specify 98= N/A. Never fall behind

Section F: Availability and use of learning material

1.	What reading series, pre-printed workbooks and/or textbooks do you mainly use for your Grade 2 Home Language lessons? Please show me the readers and workbooks/textbooks that you most use. <i>Fieldworker: Can be more than one book for each. Ask the teacher if you can keep the books so that you can write the details below after the interview is finished to save time. Return the books before you leave the school.</i>				
1. Home language reader/s			Write the code for <u>publisher</u> if provided below 1= Department of Basic Education (DBE) 2= Molteno 3= Pearson (includes Maskew Miller, Heinemann, Kagiso) 4= Nasou Via Afrika 5= Macmillan 6= Oxford 7= Juta 8= Shuter and Shooter 9= Vivlia Other, specify 98= N/A. Textbooks/ readers/ workbooks not used/available for use		
A1 Title/series:					
A2 Publisher:					
B1 Title/series:					
B2 Publisher:					
2. Home language workbook/s					
C1 Title/series:					
C2 Publisher:					
D1 Title/series:					
D2 Publisher:					
3. Home language textbook/s					
E1 Title/series:					
E2 Publisher:					
F1 Title/series:					
F2 Publisher:					
2.	Do you find the readers, pre-printed workbooks or textbooks that you have shown me too easy or too difficult for your learners?				
1. Readers		2. Workbooks		3. Textbooks	
A		C		E	
B		D		F	
					1= The books are at the right level 2= The books are too easy 3= The books are too difficult 4= Ambivalent 98= N/A. Not used.
3.	In your opinion, do you have enough copies of the workbooks/readers/textbooks that you have shown me for your class?				
Workbooks			Write a code for each 1= Yes 2= No 98= N/A. Not used/required. 99= Don't know		
Readers					
Textbooks					
4.	If no , how many additional copies do you need and why?				Write the number and reason 98=N/A. Not used. 99=Don't know
1. Readers for Home Language?					
2. Pre-printed workbooks for Home Language?					
3. Textbook for Home Language?					

5.	What other books or teaching material that you do <u>not</u> already have, would you like to have? <i>Fieldworker: Do not provide teachers with the response options but use the codes for the response option that 'matches' what the teacher says. May have more than one response.</i>
	<div></div> <div> 0= Does not require any other resources 1= Graded readers 2= Posters/charts 3= Flash cards 4= Big Books 5= Picture/story books 6= Other, specify </div>

Section G: Approach to literacy teaching

1.	Has your teaching of reading and writing changed in 2016?		1= Yes 2= No 99= Don't know
2.	<i>If yes, what has changed? What are you doing that is different? Fieldworker: Do not provide teachers with the response options but use the codes for the response option that 'matches' what the teacher says. May write more than one code.</i>		<i>Write codes</i> 1= Doing more reading in class 2= Learners doing more writing in class 3= Lesson planning has improved 4= Using graded readers 5= Doing group guided reading 6= Doing shared reading 7= Covering more of the curriculum 8= Better assessment tasks 9= More regular assessment 10=Other, specify 98= N/A. No change 99= Don't know
3.	What do you do about learners who have different levels of reading ability in your class?		0= Nothing 1= All learners in the class are at the same level 2= Different levels of reading are distributed to different groups of learners 3= Give extra lessons to learners who are struggling 3= Spend more time in class helping learners who are struggling 4= Give additional reading to learners who are coping well 5= Other, specify

Section H: Assessment

1.	How do you informally assess the reading ability or level of individual learners in your class?	
		<i>Write the response.</i> 99= Don't know

Section I: Teaching support received for Home Language and literacy

1.	Have you received any support or training this year (2016) for teaching Foundation Phase Setswana Home Language?		1= Yes 2= No 99= Don't know
2.	If yes, what are the THREE most important forms of support, guidance or training that have helped you to improve your learners' reading and writing skills in 2016?		
	A. Name or describe the three forms of support or training that have most helped	B. Name of the organisation or person who provided the support or training	C. How or why did this support help?
	<p><i>Do not provide teachers with the response options but use the three codes for the response option that 'matches' what the teacher says.</i></p> <p>0= None of the support/training has helped</p> <p>1= Workshops/training sessions to improve classroom management and teaching practices</p> <p>1= Workshop/training sessions on group guided/shared reading</p> <p>2= Provision of scripted lesson plans and/or year plan</p> <p>3= Support for pacing the implementation/ coverage of the curriculum/year plan/monitoring of curriculum implementation</p> <p>4= Provision of graded readers</p> <p>5= Provision of teaching material and aids/ resources such as pre-packaged flashcards or poster</p> <p>6= Provision of on-site coaches or mentors</p> <p>7= Provision of assessment activities or tasks</p> <p>8= Training in using the pre-printed workbooks</p> <p>9= Informal discussion or sharing information on language and literacy teaching</p> <p>10= Other, specify</p> <p>98= N/A. None received</p> <p>99= Don't know/use when teacher cannot think of three forms</p>	<p><i>Write each code that matches the teacher's response on a separate line</i></p> <p>1= DoE officials</p> <p>2= EGRS/Class Act</p> <p>3= Another NGO/ other INSET provider</p> <p>4= School principal/HoD/SMT at my school</p> <p>5= Other colleague/s at my school</p> <p>6= Colleague/s at another school</p> <p>7= Other (Specify)</p> <p>98= N/A No support or training has helped</p> <p>99= Don't know</p>	<p><i>Write the response</i></p>
	1.	1.	1.

	2.	2.	2.
	3.	3.	3.
3.	In the past two years (2015 and 2016), have you noticed any changes or improvement in the type or level of support or guidance you receive within your school from the school principal, member of the School Management Team/SMT, or Head of Department/HoD for teaching Setswana Home Language and literacy ?		1= Yes 2= No 99= Don't know
4.	<i>If yes, what has changed/improved? Do not provide teachers with the response options but use codes for the response option that 'match' what the teacher says</i>		
	Write codes 1= Helps set, check or review assessment tasks 2= Checks workbooks/ exercise books 3= Monitors curriculum coverage 4= Other, specify 98= N/A. No change.		
5.	Has anyone at all observed you teaching Grade 2 Setswana Home Language this year (2016)?		1= Yes 2= No 99= Don't know
6.	<i>If yes, who observed you teaching? Fieldworker: Do not provide teachers with the response options but use the code for the response option that 'matches' what the teacher says.</i>	1= DoE officials 2= School Management Team member/s or HoD 3= EGRS Reading Coach 4= Another NGO/ other INSET provider 5= Other (Specify) 98= N/A. No one observed my Grade 2 Home Language class this year 99= Don't know <i>If more than one of the above, specify using codes</i>	

7.	How useful was the feedback you received? <i>Fieldworker: here you can provide the options for the teacher.</i>		0= No use 1= Little use 2= Some use 3= Very useful 98= N/A. No one has observed my class 99= Don't know
8.	Fieldworker: Ask this question only if the teacher has received training and support through the EGRS/Class Act . In your opinion what TWO forms of support or training that you have received from EGRS/Class Act in 2016 did not work so well?		
	A. List/describe the two forms of support or training that did not work so well	B. Why did this support or training not work so well?	
	<i>N.B. Do not provide teachers with the response options but use the codes for the response option that 'matches' what the teacher says.</i> 0= No problems at all 1= Group based workshops/training sessions to improve classroom management and teaching practices 2= Scripted lesson plans 3= Pacing/covering curriculum year plan 4= Graded readers 5= Teaching aids/ resources pre-packaged flashcards or poster 6= On-site coaches (if applicable) 7= Assessment activities or tasks 8= Other, specify 98= N/A. Teacher is not part of the EGRS 99= Don't know/ use when teacher cannot think of two forms	<i>N.B. Do not provide teachers with the response options but use the codes for the response option that 'matches' what the teacher says.</i> 1= It is difficult to cover all the lessons, pace set is too fast 2= The lessons planned are too long 3= The teaching aids/resources are inappropriate or have errors 4= Level of graded readers are not suitable for my class or do not progress appropriately for my learners 5= Experienced difficulty understanding/implementing shared reading 6= Experienced difficulty understanding/implementing group guided reading with my class 7= Content of the workshops/training sessions did not meet my specific needs 8= Coach's expertise did not meet my needs 9= Other, specify 98= N/A. Teacher is not part of the EGRS 99= Don't know	
	1.	1.	
	2.	2.	

Section J: Further comments

Ask the teacher if there is anything else s/he would like to tell you or ask for. *You can also write any additional information emerging from the interview that you consider important/relevant in the space below.*

Thank you. We value your time.