**Interview guide: Teacher**

**4.2.7 Teacher trust and accountability**

Interviewee:

|  |  |  |  |
| --- | --- | --- | --- |
|  |  |  |  |

**Biographical questions:**

* Gender of the interviewee
* Post/title of the interviewee
* How long have you been in this post?
* Linguistic group
* Religious belonging

**Opening question**

* Please tell me/us a bit about your current post and responsibilities

**Background**

1. What evaluation/ appraisal mechanisms/ policies are in place for teachers at the national and regional level?
2. What policies exist around teacher engagement with parents, neighbourhood and wider community?
3. What policies are in place for community engagement in violence-affected areas?
4. What programmatic interventions support teacher teacher-parent, community relationship?
5. What policies exist around teacher-teacher relations and student teacher relations?

How are gender, ethnic, regional, issues reflected in the codes of conduct?

**Questions on Professionalism**

1. How does your organisation view the occupational identity of teachers in South Africa? (E.g. craft profession, semi-profession, professional, worker etc.)
2. What is your organisations understanding of teacher professionalism?
3. What has shaped the organisations view of teacher professionalism?
4. How does your organisation approach maintaining the professionalism, minimum standards and ethical conduct of teaching and teachers? *(The interviewer should listen for specific interventions with their intentions in order to ask follow up questions about the interventions)* 
   1. (if necessary) a probing question: Does your organisation have intervention(s) related to professionalism, minimum standards and ethical conduct of teaching and teachers?
   2. (if necessary) What are the intended outcomes of these intervention(s)?
      1. If more than one intervention is mentioned the interviewer may want to explore one at a time with the following questions.
   3. (if necessary) Have any of the interventions incorporated elements of gender and violence prevention? If yes, why?
5. What do you think has been the greatest success in achieving the intended outcomes of the intervention(s)? Why? (Short term and long term)
6. What do you think has been the greatest challenge in achieving the intended outcomes of the intervention(s)? Why? (Short term and long term)
7. Which particular group(s) have supported the intervention(s)? Why?
8. Which particular group(s) have resisted the intervention(s)? Why? How?
9. What needs to change for the projects to function more effectively or better achieve its intended outcomes?
10. Which particular standards and values for teachers and teaching does your organisation focus on? Why?
11. What is your organisation’s position or stance on how government teacher development policies engage with professionalism?
12. Do you share the position of your organisation on matter of how teacher development policies engage with professionalism?

**Questions on trust and accountability**

1. What is your organisation’s understanding of teacher accountability?
2. How does your organisation approach trust building for the teaching profession?
   1. (if necessary) a probing question: Does your organisation have interventions that focus on trust building with teachers?
   2. (if necessary) What are the intended outcomes of these interventions?
      1. If more than one intervention is mentioned the interviewer may want to explore one at a time with the following questions.
3. What do you think has been the greatest success in achieving the intended outcomes of the intervention(s)? Why? (Short term and long term)
4. What do you think has been the greatest challenge in achieving the intended outcomes of the intervention(s)? Why? (Short term and long term)
5. Which particular group(s) have supported the intervention(s)? Why?
6. Which particular group(s) have resisted the intervention(s)? Why? How?
7. What needs to change for the projects to function more effectively or better achieve its intended outcomes?
8. In your view, are there any disadvantages/ risks involved in increased pressure on schools and teachers for accountability and transparency (e.g. performing according to specified benchmarks and teacher appraisals)?
9. Would you agree that for teachers to be viewed as professionals, it requires some degree of autonomy on their behalf? Why?
   1. (if yes) Do current accountability measures inhibit the realisation of teachers as professionals?

**Questions Trade Unions**

1. How does unionisation enhance accountability?
2. How does unionisation hinder/distort accountability?
3. How does unionisation hinder/distort professionalism?