

 **Centre for International Teacher Education**

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**Instrument Code:**

**(Code to be added to transcript)**

**Teachers as Agents of Social Cohesion: South Africa Schools Case Study**

**- INTERVIEW SCHEDULE: SGB MEMBER -**

**A. ADMINISTRATIVE DETAILS**

Name: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Sex:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Name of the school: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Occupation: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

SGB Position: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Interviewer: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Interview date: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Interview duration: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Interview conducted on (device description): \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Interview electronic file format (.wav .mp3 .mp4 *et al*: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Interview audio-file backed up to: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Interview audio-file back-up date: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Interview transcription date completed: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

## Interview Schedule Guide: SGB member

**B. INTERVIEW QUESTIONS**

**OPENING: ABOUT YOU**

1. **Could you begin by telling me about your position on the SGB?**
   1. What is the main role you fulfill on the SGB?
   2. How long have you filled this role?
   3. How many SGB members serve on the SGB?
   4. How often does the SGB meet?

*FOR FIELDWORKERS: THE DEFINITION OF ‘SOCIAL COHESION’ AS ARTICULATED BY THE DEPARTMENT OF ARTS AND CULTURE*

*The Department of Arts and Culture defines* ***Social Cohesion*** *as* ***the degree of social integration and inclusion in communities and society at large, and the extent to which mutual solidarity finds expression among individuals and communities****.*

*In terms of this definition, a community or society is cohesive to the extent that the inequalities, exclusions and disparities based on ethnicity, gender, class, nationality, age, disability or any other distinctions which engender divisions, distrust and conflict are reduced and/or eliminated in a planned and sustained manner - this with community members and citizens as active participants, working together for the attainment of shared goals, designed and agreed upon to improve the living conditions for all. Source: http://www.dac.gov.za/taxonomy/term/380*

**YOUR VIEWS**

1. **How do you understand the concept ‘social cohesion’?**
   1. In your opinion, how can the school and SGB work together to build a happier, non-racist, non-sexist, non-violent South Africa?
   2. What are some of the specific social cohesion challenges that you think have to be addressed within your school? How might the SGB address these to promote social cohesion in the school?

**SGB AND SCHOOL POLICY/CLIMATE**

1. **Describe the policies in the school about bullying, code of conduct, etc.? What was the involvement of the SGB in developing these policies?**
   1. Thinking about the school code of conduct and mission statement, what is your view of these policies? How does the SGB assist the school in implementing the school code of conduct?
   2. What is the school policy on discipline and how does the SGB assist the principal in putting this into practice?
   3. What is the SGB’s role in promoting a school culture in which teachers and learners feel safe in the school?
2. When incidents of conflict at the school come to the attention of the SGB, how does the SGB deal with these incidents?
3. How do the facilities, or lack of facilities at the school, affect the process of learning and teaching?

**SGB AND PROFESSIONAL DEVELOPMENT**

1. **What has the SGB done to encourage teachers to undertake training on social cohesion?**
   1. Have SBB members been given training to better deal with challenges of social cohesion?
   2. Has the SGB discussed how to support teachers on issues of social cohesion, such as organising additional training for them?

**SGB AND SCHOOL RELATIONSHIP**

1. **What is the relationship between the SGB and the principal at the school?**
   1. Does the SGB communicate or interact directly with teachers at the school? Tell us about whether these interactions are positive or negative, and why do you think this is so?
   2. Tell us about how members of the SGB interact with each other.
   3. Tell us about the different dynamics between members of the SGB? For example, what is the relationship between male and female members? Do they have an equal voice? Do certain groups or individuals dominate discussions? Why do you think this is so?

- THE END -