

 **Centre for International Teacher Education**

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**Instrument Code:**

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

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

**- INTERVIEW SCHEDULE: PRINCIPAL -**

**A. ADMINISTRATIVE DETAILS**

Name of principal: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

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

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

Principal’s highest academic qualification: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

How long have you been the principal here? \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Did you teach at this school before you became principal? \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

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: Principal

**B. INTERVIEW QUESTIONS**

**OPENING**

1. Could you begin by telling me a bit about your journey in education and how you became principal of this school?

*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 would you define ‘social cohesion’?**
   1. How does your school code of conduct express values of social cohesion?
   2. South Africa is widely regarded as a patriarchal society, with schools often displaying the same unequal power-relations between male and female teachers. How do you go about providing leadership to your staff about how to recognise these unequal power-relations?

**THE CURRICULUM, TEXTBOOKS AND CLASSROOM**

1. **In your opinion, does the official curriculum sufficiently deal with issues of social cohesion?**
   1. What would you change or add to the official curriculum to make it a more effective tool to promote social cohesion in your school and in South Africa?
2. **What are some of the obstacles your teachers face when they try to promote social cohesion within their classrooms?**

**PROFESSIONAL DEVELOPMENT**

1. **When you became principal, were you encouraged to attend professional development courses that dealt specifically with issues of social cohesion?**
   1. If you have attended social cohesion training while you were principal, can you tell us more about those courses, please?
   2. In which aspects of social cohesion would you specifically like additional training?

**YOUR ENVIRONMENT**

1. **What policies do you have in place about bullying, racism, LGBTiQ (Lesbian, Gay, Bisexual, Transgender, Intersex and Questioning)? How effective are these?**
   1. How is the code of conduct put into practice in the school environment?
   2. What types of discipline do you recommend to your teachers when they have to create order and a healthy teaching and learning environment in their classrooms?
   3. How would you describe the relationships of trust between the staff at the school?
   4. As a school principal, how do you deal with issues of violence when they happen at your school?
2. **What is the nature of the relationship of the school to the broader school community?**
   1. Are teachers trusted by the school community?

Finally, can you tell us how you think the school can help to build a happier, non-racist, non-sexist, non-violent South Africa?

- THE END -