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**Instrument Code:**

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

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

**- INTERVIEW SCHEDULE: HEAD TEACHER -**

**A. ADMINISTRATIVE DETAILS**

Name of Head Teacher (optional): \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

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

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

Head Teacher’s highest academic qualification: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

How long have you been the Head Teacher here? \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Did you teach at this school before you became Head Teacher? \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

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

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

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

## Interview Schedule Guide: Head Teacher

**B. INTERVIEW QUESTIONS**

**OPENING**

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

*FOR FIELDWORKERS: ‘SOCIAL COHESION’ COULD BE DEFINED 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**

**Social cohesion:**

* 1. How would you define ‘social cohesion’?
  2. How does your school code of conduct express values of social cohesion?
  3. How do you deal with gender issues among teachers and learners?

**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 Rwanda?
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 Head Teacher, 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 Head Teacher, 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, genocide ideology? 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 Head Teacher, 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 Rwanda?

- THE END -