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APPENDICES

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Approval in respect of request to conduct research

APPENDIX B

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EXAMPLE I

Research diary



UMnyango WezeMfundo
Department of Education

Lefapha la Thuto
Departement van Onderwys

Date:	17 January 2005
Name of Researcher:	Nwanna Mma Rose Nwobu
Address of Researcher:	241 Orion Avenue
	Waterkloof Ridge
	0181
Telephone Number:	(012) 3471594
Cell Number:	0721379447
Research Topic:	Explaining the ways in which learning support manifests itself in the lives of high school learners
Number and type of schools:	2 Secondary Schools
District/s/HO	Tshwane South

Re: Approval in Respect of Request to Conduct Research

This letter serves to indicate that approval is hereby granted to the above-mentioned researcher to proceed with research in respect of the study indicated above. The onus rests with the researcher to negotiate appropriate and relevant time schedules with the school/s and/or offices involved to conduct the research. A separate copy of this letter must be presented to both the School (both Principal and SGB) and the District/Head Office Senior Manager confirming that permission has been granted for the research to be conducted.

Permission has been granted to proceed with the above study subject to the conditions listed below being met, and may be withdrawn should any of these conditions be flouted:

1. *The District/Head Office Senior Manager/s concerned must be presented with a copy of this letter that would indicate that the said researcher/s has/have been granted permission from the Gauteng Department of Education to conduct the research study.*
2. *The District/Head Office Senior Manager/s must be approached separately, and in writing, for permission to involve District/Head Office Officials in the project.*
3. *A copy of this letter must be forwarded to the school principal and the chairperson of the School Governing Body (SGB) that would indicate that the researcher/s have been granted permission from the Gauteng Department of Education to conduct the research study.*

Office of the Senior Manager – Strategic Policy Research & Development
Room 525, 111 Commissioner Street, Johannesburg, 2001 P.O.Box 7710, Johannesburg, 2000
Tel: (011) 355-0488 Fax: (011) 355-0286

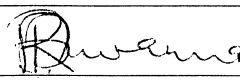
4. A letter / document that outlines the purpose of the research and the anticipated outcomes of such research must be made available to the principals, SGBs and District/Head Office Senior Managers of the schools and districts/offices concerned, respectively.
5. The Researcher will make every effort obtain the goodwill and co-operation of all the GDE officials, principals, chairpersons of the SGBs, teachers and learners involved. Persons who offer their co-operation will not receive additional remuneration from the Department while those that opt not to participate will not be penalised in any way.
6. Research may only be conducted after school hours so that the normal school programme is not interrupted. The Principal (if at a school) and/or Senior Manager (if at a district/head office) must be consulted about an appropriate time when the researcher/s may carry out their research at the sites that they manage.
7. Research may only commence from the second week of February and must be concluded before the beginning of the last quarter of the academic year.
8. Items 6 and 7 will not apply to any research effort being undertaken on behalf of the GDE. Such research will have been commissioned and be paid for by the Gauteng Department of Education.
9. It is the researcher's responsibility to obtain written parental consent of all learners that are expected to participate in the study.
10. The researcher is responsible for supplying and utilising his/her own research resources, such as stationery, photocopies, transport, faxes and telephones and should not depend on the goodwill of the institutions and/or the offices visited for supplying such resources.
11. The names of the GDE officials, schools, principals, parents, teachers and learners that participate in the study may not appear in the research report without the written consent of each of these individuals and/or organisations.
12. On completion of the study the researcher must supply the Senior Manager: Strategic Policy Development, Management & Research Coordination with one Hard Cover bound and one Ring bound copy of the final, approved research report. The researcher would also provide the said manager with an electronic copy of the research abstract/summary and/or annotation.
13. The researcher may be expected to provide short presentations on the purpose, findings and recommendations of his/her research to both GDE officials and the schools concerned.
14. Should the researcher have been involved with research at a school and/or a district/head office level, the Senior Manager concerned must also be supplied with a brief summary of the purpose, findings and recommendations of the research study.

The Gauteng Department of Education wishes you well in this important undertaking and looks forward to examining the findings of your research study.

Kind regards



ALBERT CHANEE
ACTING DIVISIONAL MANAGER: OFSTED

The contents of this letter has been read and understood by the researcher.	
Signature of Researcher:	
Date:	25th January, 2005

INFORMED CONSENT

I hereby confirm that the researcher, Mrs M.R.N. Nwanna, has informed me of the nature of this study. I have received, read and understood that my participation in the programme and thus the interview is voluntary.

I understand that:

- My identity will remain anonymous during the analysis, processing of data and reporting of the study.
- I am free to withdraw from the programme at any point if I no longer wish to participate.
- My answers to the questions put to me during the interview, as well as the researcher's observations will be analysed for this research.
- I will have sufficient opportunity to ask questions.

I, _____, declare that I am prepared to participate in the study.

Participant's name: _____ (Please print)

Signature: _____

Date: _____

Name of witness: _____ (Please print)

Signature of witness: _____

Date: _____

I, Mrs M. R. N. Nwanna, hereby confirm that the participant has been fully informed of the nature of this study and what is expected of him/her in the course of data collection.

Researcher's name: _____

Researcher's signature: _____

Date: _____

DOCUMENTS AND RECORDS

Participant A

Learning areas	Classwork/homework/assignment/project				Average score
Human Social Science (HSS)	5/10	4/10	9/10	3/5	6/10
Technology	17/50	15/40	-	-	18/50
Arts and Culture	13/20	10/26	4/10	-	9.6/20
Scholastic Report	Absent from previous year's examinations.				

Participant B

Learning areas	Classwork/homework/assignment/project				Average score
Human Social Science (HSS)	2/5	7/10	10/10	-	7/10
Mathematics	21/31	-	-	-	-
Technology	41/50	19/40	-	-	32/50
Scholastic Report	Less than 40% in 4 learning areas.				

Participant C

Learning areas	Classwork/homework/assignment/project				Average score
Human Social Science (HSS)	10/10	4/10	10/10	3/5	7.5/10
Economic Management Science (EMS)	4/9	-	-	-	-
Arts and Culture	10/20	13/26	0/10	-	6.7/20
Technology	45/50	13/40	-	-	30.6/50
Scholastic Report	Less than 40% in 4 learning areas.				

Participant D

Learning areas	Classwork/homework/assignment/project				Average score
Human Social Science (HSS)	9/10	10/10	-	-	9.5/10
Arts and Culture	10/40	4/20	1/10	8/26	4/20
Technology	0/50	26/40	-	-	16/50
Scholastic Report	Less than 40% in 8 learning areas.				

APPENDIX D

EXAMPLES OF FIELD NOTES

The researcher's first impression on entering the township was that Atteridgeville is a beautiful and clean community. Having obtained the necessary permission from the Gauteng Department of Education to proceed with the study in the sample school, the researcher went on to meet with the school authorities. Proceedings actually started on Friday 18 February 2005, when the participants were introduced to the researcher. Arriving early (at 07h50), the researcher had the opportunity to observe learners as they entered the school compound at the start of a school day. Black learners and educators populate the sample school. A good percentage of female learners were in faded school uniforms and some male learners wore mismatched stockings. One of the males had a tattered shirt on and some had on spotty caps and earrings. There is no noticeable playground on the premises.

Monday 21 February 2005: Comment (Participant A) – During the interview she wore a vacant look most of the time, even when she understood the questions. This made her appear as if she did not understand. She tapped constantly behind her on the chair while seeming to think of the response to the interview questions. Her lips were moving while she thought, but without saying anything audible. She frequently looked away while answering questions, presenting the side of her face and never looking at the interviewer except when her face was turned towards the interviewer (several times). She nevertheless denied being nervous or scared.

Link – The same characteristics were displayed by her mother, as she also turned away when being interviewed and was asked several times to turn towards the interviewer.

General observation of Grade Nine learners

1. Teaching was in English but explanations were sometimes given in the home language.
2. The classes in which the observations were carried out were clean and spacious. They were not as crowded as was expected, for the researcher had earlier seen over-crowded classrooms in the school.

3. Some of the learners tried to give explanatory answers to educators' questions in English but got stuck and switched to the home language, with the educator translating by repeating what learners said in English.
4. A female learner was specially noted to be unfocused. She was either banging on a chair with a tiny piece of chalk or was writing on the desk with the piece of chalk, and later with a pencil, or was drawing on the desk top while others were trying to figure out answers to questions. The educator took note of this and tried to get her involved by asking her a very simple question. She was expressionless and later gathered her books into the bag and continued to play while the lesson was in progress.

Notes on educators:

1. Some learners expressed anger towards some educators and complained they never showed up in class; or they showed up to give work and left with the promise to be back (which was never fulfilled).
2. The first educator interviewed was very busy, as he was involved in several other activities. The interview was interrupted at the third question and was not completed the same day. The researcher wondered how his involvement in so many other activities was likely to affect his primary assignment, which is to teach.
3. Some of the educators interviewed do not express a good understanding of 'learning support' and the term 'barriers to learning'.

An example of the structure of the type of building where some participants in the study live



(Picture a)

Examples of informal settlement where some grade nine learners live



(Picture b)



(Picture c)

INTERVIEW QUESTIONS

Questions for Educators

1. What do you think is 'learning support'?
2. How do you think learning support manifests in the lives of grade nine learners?
3. What support is available to you as an educator in order to support the learning of grade nine learners?
4. What particular learning support strategies do you use for learners?
5. How effective do you think these support strategies are?
6. What do you understand by 'barriers to learning'?
7. What is the nature of barriers encountered by grade nine learners?
8. How do these barriers manifest in the lives of these learners?
9. What do you think are the factors that cause barriers to learning for grade nine learners?
10. How have you used the available learning support to support learners with barriers in your subject area?
11. How effective has the application of the available support on learners with barriers in your subject area been?
12. What else can you do to support learners with barriers to learning in your subject area?

Questions for the Principal

1. What do you think is 'learning support'?
2. What learning support strategies are available in the school for grade nine learners?
3. Which of these strategies has the school used to support their learning?
4. How effective do you think they have been in supporting learners?
5. What do you regard as 'barriers to learning'?
6. What is the nature of barriers to learning and what in your opinion are the factors that cause the barriers?

7. What do you think are the barriers to learning for ninth grade learners?
8. What support is the school using to help them?
9. How effective has this been in supporting these ninth grade learners?
10. What else can be done to support their learning?

Questions for the Parents

1. What to you is 'learning support'?
2. How do you generally support your child in his/her learning?
3. How effective do you think this has been in supporting your child's learning?
4. How does the support manifest in the life of your child?
5. What do you think is 'barriers to learning'?
6. What do you think is the nature of barriers experienced by learners in grade nine?
7. Do you think your child has barriers to learning? If so, how have you supported your child to overcome barriers to learning?
8. In what other ways can you support your child's learning?

EXAMPLES OF THE INTERVIEW TRANSCRIPT

Speaker “turn” unit number	Transcript of interviews	Notes
Participant G (Age 16) male		
615.	Q You remember our chat the other day! I want to know, what are the subjects you are having problems in?	
616	R Subjects that I'm having problem with?	
617.	Q Yes. The ones you are not scoring well in, like you are scoring maybe less than 40 percent?	
618.	R Mathematics.	
619.	Q What did you score in Mathematics in your last exam?	
620.	R I don't remember but it seems like it was 30 percent.	
621.	Q What other subjects?	
622.	R Science.	
623.	Q Science. What science? What is the full name?	
624.	R Natural Science.	
625.	Q What did you score in Natural Science?	
626.	R 28 percent.	
627.	Q Is there any other subjects that you are scoring less than 40 percent?	
628.	R Economics.	
629.	Q That is EMS?	
630.	R Yes.	
631.	Q What did you score in that?	
632.	R 32 percent.	
633.	Q Tell me about everything that helps you with your learning.	
634.	R Things that makes me to learn sometimes at home I do take some time to try to study but things that I'm trying to study I just don't get it going to mind, you understand, especially those three subjects. They the ones that give me mostly big problem in the classroom.	
635.	Q But in all other subjects, what helps you to study them? What helps you to do well in them?	

Speaker “turn” unit number	Transcript of interviews	Notes
636.	R You know, the main thing that makes me to be good to them is that most of the time I don't study at home these subjects. I try to practice them in the class with my friends.	
637.	Q But the ones you are not doing well in, you don't try?	
638.	R I do try them but even though they try to show me how but I just don't understand, especially Maths. It is the one that gives me problem. I just don't understand it well. I try to practice it but I get more problem in it.	
639.	Q When you try to practice it you get more problem?	
640.	R Yes.	
641.	Q What are your teachers doing to help you? How are they helping to support your learning?	
642.	R My teachers they don't help me.	
643.	Q Why?	
644.	R Often time they are not in the class.	
645.	Q They are not in the class? What does that mean?	
646.	R We spend most of the time alone in the class. Maybe times two days they see us, maybe times I can carry on to practice on my own. Maybe I can be well.	
647.	Q What about your parents, how are they supporting you?	
648.	R They do try to support me and they do try to help me in the subjects that I'm having problem with but not often time because I'm not living with them.	
649.	Q Who do you live with?	
650.	R I'm living with my brother. He works every week –Monday to Sunday so he doesn't get the chance to be with me.	
651.	Q So what effort is he making to see that you are studying well since he is not there to help you himself?	
652.	R Sometimes when he is around he tries to help me.	
653.	Q How?	
654.	R He is sitting with me and asking me which subjects am I having problems to but not often time.	
655.	Q So what other help does he give to you in those subjects?	
656.	R He tries to... he do show me how must I work on the subject like Mathematics. Like sometimes, additions he tries to help me with many works of it.	

Speaker “turn” unit number	Transcript of interviews	Notes
657.	Q Let’s go back to your teachers. I was asking how your teachers are helping you? You were telling me they are usually not in the class. Tell me more about that.	
658.	R If they were always in the class I think I could here try to explain my problems to them. Maybe times two to three days we don't see one of them those who teach us subjects like those we are having difficulties to.	
659.	Q Which particular subject is it difficult to get the teacher? Is it Mathematics, Natural Science, EMS or all of them?	
660.	R EMS and Mathematics. Sometimes they do come. But they take long time not coming in the class. I just don't understand. Maybe times it is because of other classes or maybe times I don't know what is the problem that make them not to come to class.	
661.	Q Did you students report this to the principal or vice principal that there are some teachers that don't come to class? What have you done about that?	
662.	R We haven’t even done anything in the class. We are just... actually, we didn't tell anyone about this.	
663.	Q You were telling me about your brother. Your parents, where are they?	
664.	R They are not with me. They are around but they are a little bit far.	
665.	Q When you get to see them what help do they give to you concerning your schoolwork?	
666.	R Actually, when I go to see them sometimes often times in the weekend my mother use to asks how am I doing with my schoolwork and I tell her I’m trying to do my best. I explain to her which subject do I have problem and she tries to tell me I must not be stressed, I’ll be okay when I continue to want to know where am I getting problems and when I get it right.	
667.	Q Your friends, how are they helping you to learn?	
668.	R Mostly my friends we are having the same problems in the same subjects and we do try to discuss the matters in the class during the day when we are sitting. We try to say let's take some books and let's try to solve the problem that we are having on such kind of subject and such kind of subject. Maybe times I can get well. When I have problem on Mathematics they do try to help me so that I must understand and them too when they have problem in English I try to explain to them because English I know it well and I understand it.	

Speaker “turn” unit number	Transcript of interviews	Notes
669.	Q Generally, what do you think is making grade nine learners not to learn well?	
670.	R Some of them they are having family problems, so maybe time they are scared to explain to the teacher or maybe time some are playful. I don't think there is a problem if you can try to explain your matters to someone who knows better than you. He will try to help you if he needs to help you.	
671.	Q What about you? What do you think is making you not to learn well in your problem areas?	
672.	R Actually I was doing well last year but this year... I tried to do well last year I didn't do well so much. I tried my best so that I can do well. This year I don't know because it is at the beginning of the year, maybe time while time is going I'm gonna try hard. Maybe time by the end of the year I'm gonna do well.	
673.	Q But what do you think is stopping you from doing well?	
674.	R Not getting time to read because at home I'm the one who do some housework you see, and I'm looking after kids. That is the main problem.	
675.	Q Whose kids are they?	
676.	R No. They are my brother's kids.	
677.	Q How many kids are there?	
678.	R There are three kids. The first one he is attending a school now but the two they are still at the Pre School.	
679.	Q If I were your teacher, what would you tell me to do for you?	
680.	R To have an afternoon study. I will like to have an afternoon study so that I can understand the subjects those I'm having problem with.	
681.	Q Anything else?	
682.	R To show me how must I work on the subject so that I can understand it quickly and easily.	
683.	Q How have you talked to your teachers to help you?	
684.	R Since to now I haven't talked anything to them.	
685.	Q Why? Because you're having the problem?	
686.	R The main thing is that we don't get the chance to talk to them because of they are not always available you see. We see them often times and often times we don't see them.	
687.	Q But when you see them what do you do?	

Speaker “turn” unit number	Transcript of interviews	Notes
688.	R Maybe time when I see him he just gets into the class, and maybe time giving us some notes and he’s out. Maybe times he tell us "I'm gonna be right now back but he never gets back". By the time he must be back then he doesn't come back.	
689.	Q All these people in your life – parents, teachers, brothers, friends, how will you like them to help you so that your study can go better?	
690.	R I try maybe time I can just get a chance to concentrate on why am I having problem and maybe time to sit down and study hard so that they that I’m having problem to I must know them well and I must attend it well.	
691.	Q And you tell me what you want to do for yourself so that you can begin to do well.	
692.	R I want to help myself so that I can do well and I have to help other people, those have problem as I have problems now.	
693.	Q But how do you want to do it? What can you do so that you can help yourself do better?	
694.	R I have to tell myself that I have to do well and I have to study so that I can do well so that I must... those who don't understand things as I am now, I don't understand some of the problem of myself, so I have to know them and solve them. Maybe times someone can come to me and ask "can you help me with this"? If I don't help myself how am I gonna help someone.	
695.	Q In other words, you want to help yourself so that you can help others?	
696.	R Yes.	

Speaker “turn” unit number	Transcript of interviews	Notes
An interview with the Principal of the sample school		
1641.	Q Please ma’am, what do you think is learning support?	
1642.	R Learning support is encouragement capacitating, mentoring and everything that will enable effective learning taking place.	
1643.	Q What learning support strategies are available in school for grade nine learners?	

Speaker “turn” unit number	Transcript of interviews	Notes
1644.	R Besides having teachers teaching, we are having for them extra lessons that are being given by an outsider, we are having for them Saturday schools with an outreach body that is attached to the school and assisting the school, that is a few of them. Then we are having class teachers who are working as guardians. And we are having an extra period for them two periods a week that we call life as a school and there is a teacher who goes there to further give them life skills in various ways and encourage them. Otherwise, their learning areas are based on their development of life skills.	
1645.	Q The outreach body, who are they?	
1646.	R That is outreach St Mary’s Dominican School for Girls outreach.	
1647.	Q What do they do?	
1648.	R They are assisting the school in developing wholly. They started with us some three years ago. So it was the staff first, it is now not only the staff. It is Principal orientated. That is, the Principal communicates problems and they go and assist and whenever there are courses, there are extra tuition for learners then they invite us. There is also besides what I’ve said the UNISA that is involved through outreach to try to get the level of the learners, their ability to read. So that is the programme.	
1649.	Q Are they basically government, the outreach body?	
1650.	R They are working together with the government assisting schools but they are on their own.	
1651.	Q Which of these strategies has the school used to support their learning?	
1652.	R All these strategies we are using, especially teacher development and the learner development. We cannot really afford to say we don’t want the strategies because we are aiming at zero learning problem.	
1653.	Q How effective do you think they have been in supporting learners? These strategies?	
1654.	R They have been effective. Our learners show some improvement in their learning, in their research work, especially research work and the usage of the library. They are improving in getting interested in doing things on their own and also in taking part in extra curricula activities. It has improved at the school.	
1655.	Q What do you regard as barriers to learning?	

Speaker “turn” unit number	Transcript of interviews	Notes
1656.	<p>R It could be the socio-economic. That could be one of the greatest barriers but I regard it as not like major because we can always improvise. Parental involvement is still some sort of barrier as far as I am concerned and that needs to be improved. Then the other thing is the medium of instruction. It looks like it is not well developed. We are using English as the medium of instruction instead of their mother tongue. That could be one of the barriers. Another thing is the human resources, educators in particular, their methods of teaching also maybe causing barriers to learning.</p>	
1657.	<p>Q I was going to ask for the nature of barriers to learning and in your opinion what you think could be causing them. But I think you have given me the nature. But what do you think are the factors that cause the barriers?</p>	
1658.	<p>R In as far as educators are concerned it is a question of not affording educators to specialize in subjects they have done at college. For example a teacher majors in English, when he comes to school besides teaching English he teaches say Biology. You find that for a long time he is not specializing. So that is lack of specialization, and sometimes whilst the teacher has not specialized in the subject. Lack of development – both self-development and development by the school. It is not up to the standard. And as far as learners are concerned, there is very little at home to encourage them to develop themselves. It could be because of poverty, we don't know. But I've come to realize having interviewed a number of parents that it is not only poverty. It is lack of knowledge, lack of involvement because you find that if learners are being encouraged to read newspapers, newspapers are at home. But parents don't encourage them to read newspapers, parents don't monitor what they watch, parents don't monitor what they read and what they listen to over the radio. I made a research last year in one of our classrooms trying to find out what may be causing this. Out of class of fifty-three learners only two were not exposed to either Television, Newspaper and or Radio. But the rest were exposed to these. These two that were not exposed to that at home were having an opportunity of visiting friends to watch those. So really we cannot say poverty is the cause because they are exposed but it is only what they want to be watched and monitoring by the parents. And then the other thing is community at large. It depends what they read and it depends what they do and how do they monitor our children outside the school. There are so many things. Some are psychologically related. And disease is catching up also with our learners. You find that they are heads of the family sometimes, and in other times you find they are home nurses of their own parents. So they really get exhausted in some cases. So that is in as far as I'm busy with the research, an informal research.</p>	

Speaker “turn” unit number	Transcript of interviews	Notes
1659.	Q For the ninth grade learners, what do you consider to be their barriers?	
1660.	R They come from Primary Schools where we are having OBE. OBE is very good I must say. I have seen it is very good but it has its flaws because they come from the primary and they are being taught by us educators who are not so well trained in as far as OBE is concerned. Maybe the educator learner ratio might be not affording educators the opportunity to express themselves OBE wise. Some of the grade nine learners in particular come from the Primary Schools unable to read. That is our challenge as educators, unable to read and with the learning areas. There other learning areas at high schools are the same as at primary school but they can't read. You find that they come in grade eight, we start with our methods of teaching, they come in a new environment so they are just in grade eight. Grade nine they start to see the light, and unfortunately we have to work hurriedly because they are writing external examinations. Now they have great pressure. The educator has that pressure of completing the syllabus and seeing to it that he covers the syllabus and so forth. So that could be a barrier. But one other thing is the fact that they are fifteen years of age and they are teenagers and three-quarters of them, though I'm not so sure, are experimenting drugs, experimenting sex and some number of them belong to families where are headed by children. Some of them are heads of those families unfortunately at fifteen. Otherwise others are under the rules and laws of their brothers and sisters and grannies. And that is creating a problem. Others it's disease. That is what I've noticed about grade nine learners.	
1661.	Q What kind of disease is this?	
1662.	R The HIV/Aids. It is affecting them in their families.	
1663.	Q Not the children themselves?	
1664.	R No, not the children. Members of their families, especially our last years grade nine. I haven't started with these ones to check what is happening. They come from grade eight and they have problems. Another thing is migration. We have come to notice something, observe something in the school that we are getting two primary languages –Sepedi and Setswana and we are now getting more Sepedi learners than Setswana and each and every parent that comes to school you find out in this school as a learner...you find out they come from rural areas and they migrate to urban areas and that creates a problem. They adjust to the high school and also adjust to the environment at large. That is creating serious problems. They end up playing truant and even absconding and no longer coming to school.	

Speaker “turn” unit number	Transcript of interviews	Notes
1665.	Q For these learners, what support is the school using to help them?	
1666.	R We are using the local child protection unit; local community and policing forums for those are harsh and are professionals in their areas. Otherwise we use our social welfare. There are other NGO’s where we refer our learners. Most importantly at school we are having a peer support groups and that is doing a wonderful job.	
1667.	Q What do they do there?	
1668.	R They are learners attached to Pretoria University under one of the life skills educator. They assist learners with minor problems- learner’s go to them and tell them their problems or they are being encouraged to join the peer support group. This year they started but I don’t know what days are they coming. Last year they came Mondays and Wednesdays. The peer support group is doing wonderful jobs because learners seem to respond well to people they are not used to like yourself and their peers better than they do to us here at school because they are used to us. And then we are having the SBST, School Based Support Team at the school. Even if it is not that functional but we do refer learners who have problems. Then we are having our District, where if we fail as a school we refer them to our District. That is how we support them. Another support is we are having what we call grade counsel where we are having grade teachers, class teachers of a particular grade who get down there with grade principal and taking care of learners. Then as a school we are having in addition a welfare committee to support those learners especially those whose parents are unemployed and have nothing at home. The staff here through the committee has been encouraged to adopt some of the learners.	
1669.	Q How effective has this been for the ninth graders?	
1670.	R It is working very well. They respond positively. Our grade nine learners that sometimes get shy, those that are a bit older or too old to be in that grade, those having serious problems until we called them and called their parents and we say you have to start this program. So it is effective.	
1671.	Q What else can be done to support their learning apart from everything else? Is there anything else that can be done in addition?	
1672.	R If we could have more of NGO’s, more of business people assisting learners. Whilst we understand that just to be receiving and receiving and doing nothing is not helping parents should start employing themselves, they should start doing something and helping. I think NGOs if they can get involved not only with our learners outside the school, but come to school and at the school interact with us to know what is expected of the learners. Then I think we can really	

Speaker “turn” unit number	Transcript of interviews	Notes
	win. But business people especially local ones we are on a mission of involving them, telling them about the plight of our learners because of the parents who are unemployed so that we don't just have feeding schemes and so on, we have to look into the parents and if we can get the parents or families and enable them then we can win. Otherwise we need even tertiary institutions to get closer to us. They need to get closer to us. Pretoria University has started. If we can get more of those institutions, psychologists, because GDE does not afford to have a psychologist at each and every school at our districts. You find out there is one for thirty-nine schools. So we need people to volunteer their services to our schools, the community.	
1673.	Q I just added this as an after thought; do you have educators in all the learning areas in grade nine?	
1674.	R Presently yes.	
1675.	Q You are fully equipped with educators?	
1676.	R Yes. We did not start well but we are fine except for one class in grade nine. But I adopted the class teacher but they are having the Grade Principal who is also acting as the class teacher. That class does not have a class teacher but they have teachers in all the learning areas.	
1677.	Q What do you mean by Grade Principal?	
1678.	R He is an HOD who is in charge of the grade together with the class teachers for the grade. The grade counsellor comes from there. So we are having grade principals. Not everybody accounts directly to me. I'm having those grade principals. They are accounting to the Deputy Principal and the Deputy Principal accounts to me.	
1679.	Thank you so, so much, ma'am.	

AN EXAMPLE OF THE FOLLOW-UP INTERVIEW TRANSCRIPT

Speaker “turn” unit number	Transcript of interviews	Notes
Educator Vi		
55.	<p>Q This is a follow-up interview on the last session we had. Based on the sessions we had I came up with two major themes, which are barriers to learning and the manifestations of learning support. The barriers to learning have been put into sub-themes and then categories. If you take a look at these you will see all the themes, sub-themes and then the categories that emerged. I want you to see if you agree with what I have here and if there has been any new development.</p>	
56.	<p>R Yes. I agree with most of the things you wrote. It is just that somewhere we can make some additions. Now I will like to comment on the inability to read and to write, which is a very serious problem now more especially with the introduction of the new system OBE. Yes. We in high school we experience that a child cannot read and write. Why when we trace it back we find that at very low grade, maybe from grade 1 to grade 7, at a lower, lower level, because of the OBE what has maybe confused the teachers is that system where they were teaching seriously, right. They have resorted to this system, which encourages 80% of work to be done by the learners, right. Then teachers resort to giving more of the work than teaching. The actual teaching is not taking place that much. Maybe it is taking place but not that much because we see the repercussions of it at the higher level. Then it is more of paper work. That is why you find that the teacher sometimes becomes reluctant in a way to get to class because they still have to sort out the papers, because the officials when they come to school they want to see a lot of work that has been done by learners. And then the actual teaching is not taking place. And now this has become a very, very, very serious problem when the learner reaches grade 12, the final stage, you see, of school, because that is where the officials expect us to be performing miracles. They expect the learners to pass. Now the problem is that from the lower grades they are not performing well. They are being pushed. They keep on pushing them, you see! But they reach a point where they cannot be pushed anymore and now they get frustrated these children and we too as teachers get frustrated, while on the other side there is this paperwork to be done. You see!</p>	
57.	<p>Q The lower grade. What grade is that?</p>	

Speaker “turn” unit number	Transcript of interviews	Notes
58.	R From grade 1, you see, because that is where the problem is starting from. Foundation level. And now there is also this new... I think it is an addition, part of OBE, which is New Curriculum Statement (NCS). We are always expected to attend courses. And from the courses we are expected to implement all that has been taught to us during the courses. And with these NCS courses, we do attend them but when we come out of there we become more and more confused. We don't know what to do in class.	
59.	Q What is causing the confusion?	
60.	R We are expected to implement all what we have grasped within a day or in a week. But when we look at this really it took a teacher 3 years to complete to become a real teacher, to acquire a diploma or even a degree so that he can be ready to teach, but now to attend a course for one day or even two weeks and then you are expected to implement all these and when we shift from the old way of doing things we just go because we want you to learn new things but when we shift completely we shift too much, we leave teaching and we give children work. And on top of it we find that with the same system of NCS or OBE we do not have enough textbooks. We are given 10 textbooks not 50. The learners must share. How do you divide it? How do you do it? You see! What if our children have to carry home to study because most of their books are full of exercises, You see! That requires you must make notes maybe.	
61.	Q So anything else? Any more additions?	
62.	R Any more additions! Let me see. Yah! As family problems are concerned we have realised there is an increase of learners staying alone at home, right, which could be... which is the result of that the father has left the family, right, and the mother has gone also to seek job so that she can feed the family. The learners or the child is left home the whole month a lot. So that is creating... it is a very serious learning barrier. And then another thing as far as the learning barrier is concerned what has emerged recently that I see here at school is lack of facilities, desks, chairs, and so on. You can't teach a learner standing the whole day. It is not possible. It is a very serious problem.	
63.	Q Okay! Manifestations of support. Is there anything to add also?	
64.	R As far as knowledge of learning support...are you talking of libraries and so on?	
65.	Q No. That was when I wanted to know whether the educators and parents understand the meaning of learning support. I just wanted to know from them what they think learning support means. What does it mean to them?	

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66.	<p>R You know, it is amazing. When I was just invigilating there, a learner came...they were busy writing test. A learner came she never wrote the test. Then she wanted me to give her chance to write. I wanted to find out what went wrong. She attended the funeral and what do the parents say? They agreed. You never told them that we are busy with the exam. It is very much important, you see. It's a question of prioritizing. Our parents have not yet realized how important it is to help learners in taking education serious, you see. But you can see the support is not that good.</p>	
67.	<p>Q A lot of the children said the support they get is in form of guidance, in form of advice, in form of motivation and encouragement. So these actually came from the learners. These are from teachers-One-on-one support, where they get to call the child to talk to him. And then where there is no support available some teachers create their own support using resources available.</p>	
68.	<p>R Yah! We normally do that. One-on-one support, which is very much important, you see because... And it happens because of when one is got a big class of 50 it takes time for me to realise that a certain learner has got a learning problems, you see. I find that I discover him or her at the end of the first quarter or at the end of the second quarter but I will try to do my best, to do something to help him or her. It's just that we do not know how serious do they take this because as a teacher, I give 100%. I give 100%, you see. When they go home, when they leave the school premises what is happening out there I do not know. The child is overwhelmed by so many problems that they encounter. Some they do not share with us but you know. As we started with the feeding scheme they come here without even eating for 2 to 3 days. It is a very serious problem.</p>	

RESEARCH DIARY

Dates	Proceedings conducted
January 2004	Registration as a postgraduate student of the Faculty of Education, University of Pretoria.
10 September 2004	The departmental defence of proposal was conducted and approval to go on to the Faculty level was given.
26 October 2004	The proposal was defended at Faculty level and approval to proceed with the research was issued.
November 2004 - March 2005	A review of literature was conducted.
2 November 2004	A letter was sent to The Gauteng Department of Education to inform the authorities of the researcher's desire to conduct research involving participants in one of the schools in the Province.
8 November 2004	The form to request authorization to conduct the research was obtained from The Gauteng Department of Education.
9 November 2004	The researcher made the first visit to the school in the study to request consent from the principal to involve some learners, educators and the principal in the study. This request was granted.
17 November 2004	Having been given the go-ahead by the principal, the form was completed and returned to the Gauteng Department of Education.
17 January 2005	Authorization was granted by the Department to proceed with the research.
1st week of February 2005	The letter of approval to proceed with the research was presented to the principal of the sample school.
17 February 2005	Participants were formally introduced to the researcher and letters requesting their involvement in the research were sent to parents and family members through them.
20 February 2005	The researcher visited the sample school in order to meet with parents and relatives after the Parents/Teachers Association meeting.
21 February – 5 March 2005	<p>Data was collected through the following strategies:</p> <ol style="list-style-type: none"> 1. Interview sessions with nine participants, nine relatives, seven educators and the principal 2. Observation of participants in the classrooms 3. Examination of documents/records and the scholastic reports of participants 4. Field notes.
20 March - 30 April 2005	Textual transcription of interview tapes was carried out.
June 2005 - March 2006	Data analysis and the interpretation of findings were conducted, as well as the writing of reports.
27 & 30 March and 3 April 2006	Follow-up interviews were conducted with some participants, educators, the principal and some relatives of the learners.
May - July 2006	Literature control was carried out, and final conclusions written.