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AAN ALLE SENTRUMHOOFDE

D.Ed-PROEFSKRIF: Die Bestuurstaak van die Hoof van 'n Onderwysersentrum

STUDENT: J.N.F. Bosman UNIVERSITEIT: P U vir C H O

PROBATOR: Prof. L.P. Calitz

PROSEDURE BY DIE INVUL VAN DIE QUESTIONNAIRE

1. Die verstrekte inligting is vertroulik. U word versoek om nie u naam of naam van u sentrum op die antwoordblad aan te bring nie.
2. U word ernstig versoek om eerlike en objektiewe antwoorde te gee. Dit is belangrik vir die navorsing.
3. Dit sal waardeer word as u die vraelys so gou moontlik kan voltooi en so speedig moontlik aan my terug te besorg. 'n Gefrankeerde koewert word vir u gerief hierby aangebeg.
4. Op sommige vrae word 'n "oop"-antwoord verlang. U mag, en dit sal baie hoog op prys gestel word, addisionele inligting verskaf op 'n aparte vel sou u dit verlang. Kritiek, aanbevelings en kommentaar op sommige aspekte in die vraelys sal ook baie waardeer word.
5. Toestemming is deur die Transvaalse Direkteur van Onderwys verleen onder skrywe TOA 9-7-2 dd. 1983-05-03 dat hoofde van onderwysersentrums in Transvaal die vraelys mag voltooi en onderhewig aan die volgende voorwaarde, soos aangehaal:
"U moet self die samewerking van die hoofde van die onderwysersentrums verkry sonder om hierdie brief as hefboom vir die doel te gebruik".
6. Toestemming is deur die Kaapse Direkteur van Onderwys verleen onder skrywe L.15/73// dd. 10 Mei 1983 dat hoofde van onderwysersentrums in die Kaap die Goede Hoop die vraelys mag voltooi en onderhewig aan die volgende voorwaardes, soos aangehaal:
" * Geen hoof van 'n onderwysersentrum staan onder enige verpligting om u met u ondersoek behulpsaam te wees nie.
* Geen onderwysersentrum of hoof van 'n onderwysersentrum mag in enige opsig uit u navorsingresultate geïdentifiseer kan word nie.
* Alle reëlings in verband met u navorsing moet deur uself getref word."
7. U samewerking met die voltooiing van die questionnaire sal baie hoog op prys gestel word.

By voorbaat baie dankie

Kollegiale groete

.....
J.N.F. Bosman

KAAPLAND

Q U E S T I O N N A I R E

IDENTIFISERING VAN DIE BESTUURSTAAK VAN DIE HOOF VAN 'N ONDERWYSERSENIRUM

KATEGORIE A: DEMOGRAFIESE INLICHTING

1. Hoofvakke vir voorgraadse kursus:

2. U voltooië jare ervaring in die onderwys?

Dui aan met X

2.1 Hoërskool

0 - 4	<input type="checkbox"/>
5 - 9	<input type="checkbox"/>
10 - 19	<input type="checkbox"/>
20 - 29	<input type="checkbox"/>
30 - 39	<input type="checkbox"/>

2.2 Laerskool

0 - 4	<input type="checkbox"/>
5 - 9	<input type="checkbox"/>
10 - 19	<input type="checkbox"/>
20 - 29	<input type="checkbox"/>
30 - 39	<input type="checkbox"/>

2.3 Kollege

0 - 4	<input type="checkbox"/>
5 - 9	<input type="checkbox"/>
10 - 19	<input type="checkbox"/>
20 - 29	<input type="checkbox"/>
30 - 39	<input type="checkbox"/>

2.4 Universiteit

0 - 4	<input type="checkbox"/>
5 - 9	<input type="checkbox"/>
10 - 19	<input type="checkbox"/>
20 - 29	<input type="checkbox"/>
30 - 39	<input type="checkbox"/>

2.5 Dui voltooide jare aan:

as senioronderwyser	<input type="checkbox"/>
as vise-hoof	<input type="checkbox"/>
as dosent	<input type="checkbox"/>
as senior dosent	<input type="checkbox"/>
as lektor	<input type="checkbox"/>
as senior lektor	<input type="checkbox"/>
as departementshoof laerskool	<input type="checkbox"/>
as departementshoof hoërskool	<input type="checkbox"/>
as departementshoof onderwyskollege	<input type="checkbox"/>
as adjunkhoof laerskool	<input type="checkbox"/>
as adjunkhoof hoërskool	<input type="checkbox"/>
as hoof laerskool	<input type="checkbox"/>
as hoof hoërskool	<input type="checkbox"/>
as inspekteur van onderwys	<input type="checkbox"/>

QUESTIONNAIRE

IDENTIFISERING VAN DIE BLSTUURSTAAK VAN DIE HOOF VAN 'N ONDERWYSLERSENTRUUM

KATEGORIE A: DEMOGRAFIESE INLICHTING

1. Wat is die hoogste akademiese kwalifikasie wat u behaal het?
Dui aan met X

- 'n onderwysdiploma
- 'n baccalaureusgraad
- 'n honneursgraad (B Ed geid as honneurs)
- 'n magistersgraad
- 'n doktorsgraad

2. Indien u hoogste akademiese kwalifikasie in die Opvoedkunde verkry is, meld spesialiseringsrigting, bv. B Ed (Mediakunde), titel van u verhandeling/proefskrif in kort

3. In watter salariskategorie is u tans ingedeel?
Dui aan met X

- kategorie D
- kategorie E
- kategorie F
- kategorie G

4. U voorgraadse kursus:

- B A
- B Comm
- B Sc
- B A Ed

5. Hoofvakke vir voorgraadse kursus:

6. Het u enige ander kwalifikasies, behalwe nagraads, wat u in 'n hoër kategorie plaas, bv. twee B-grade, 'n vierjaargraadkursus, ens.? Meld, asb.:

7. (a) U ouderdom?

Dul aan met \underline{X}

25 - 29

30 - 39

40 - 49

50 - 59

- (b) U geslag?

M	V
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8. U voltooide jare ervaring in die onderwys?

Dul aan met \underline{X}

8.1 Hoërskool

0 - 4

5 - 9

10 - 19

20 - 29

30 - 39

8.2 Laerskool

0 - 4

5 - 9

10 - 19

20 - 29

30 - 39

8.3 Kollege

0 - 4

5 - 9

10 - 19

20 - 29

30 - 39

13.1 Hoem slegs drie sulke posisies wat u tans/
In die verlede beklee/het

- (a) _____
(b) _____
(c) _____

14. Hoeveel skole en onderwysers bedien u sentrum tans?
Dul naastenby aan:

	GETAL
aantal skole	<input type="text"/>
aantal onderwysers	<input type="text"/>

15. U sentrum bestaan uit (naastenby):

	GETAL
aantal skole in stedelike gebiede	<input type="text"/>
aantal skole in plattelandse gebiede	<input type="text"/>
aantal skole in industriële gebiede	<input type="text"/>

16. Hoe ver is u verste skool geleë, naastenby km.?
17. Hoe goed word die sentrum in die algemeen ondersteun?

	GOED	REDELIK	SWAK
stedelik	<input type="text"/>	<input type="text"/>	<input type="text"/>
plattelands	<input type="text"/>	<input type="text"/>	<input type="text"/>
industriële	<input type="text"/>	<input type="text"/>	<input type="text"/>

18. Hoe goed ondersteun skole die sentrum?

	GOLD	REDELIK	SWAK
hoërskool/sekondêre skool	<input type="text"/>	<input type="text"/>	<input type="text"/>
laerskool/primêre skool	<input type="text"/>	<input type="text"/>	<input type="text"/>
pre-primêre skool	<input type="text"/>	<input type="text"/>	<input type="text"/>

19. Aan watter faktore skrywe u redelik tot swak bywoning toe?
Voeg by as u wil

	RESLIS	WAAR- SKYMLIK	ONSKER
o afstand, plattelands	<input type="text"/>	<input type="text"/>	<input type="text"/>
o stedelike verkeer	<input type="text"/>	<input type="text"/>	<input type="text"/>
o afstand, stedelik	<input type="text"/>	<input type="text"/>	<input type="text"/>
o swak belangstelling	<input type="text"/>	<input type="text"/>	<input type="text"/>
o apatie	<input type="text"/>	<input type="text"/>	<input type="text"/>
o buitemuurse bedrywighede	<input type="text"/>	<input type="text"/>	<input type="text"/>
o formele aanbiedinge	<input type="text"/>	<input type="text"/>	<input type="text"/>
o tyd	<input type="text"/>	<input type="text"/>	<input type="text"/>
o koste van vervoer, ens.	<input type="text"/>	<input type="text"/>	<input type="text"/>
o onkunde oor bedrywighede	<input type="text"/>	<input type="text"/>	<input type="text"/>
o addisionele las/verpligtinge	<input type="text"/>	<input type="text"/>	<input type="text"/>
o teenkanting/antipatie	<input type="text"/>	<input type="text"/>	<input type="text"/>
o _____	<input type="text"/>	<input type="text"/>	<input type="text"/>
o _____	<input type="text"/>	<input type="text"/>	<input type="text"/>
o _____	<input type="text"/>	<input type="text"/>	<input type="text"/>

20. Desentraliseer u u bedrywighede?

Indien wel, op welke wyse:

- herhaling van aktiwiteite in ander areas
- heraanbieding van temas met ander aanbieders
- subsentra's by ander areas, met
 - ele lokale aanbiedings onder beheer van hoofsentrum
 - onafhanklike aanbiedings met ele bestuur
 - onafhanklike aanbiedings gekoördineer deur hoofsentrum

JA NEE

21. Indien u nie desentraliseer nie, oorweeg u dit?
-
- JA
-
- NEE

22. Indien u nie gedentraliseer het nie, watter faktore het daartoe gelei? Voeg by as u wil.

- afstand
- tyd
- personeelvoorsiening
- kostes
- persele/akkommodasie
- duplisering van apparatuur
-
-
-

JA	NEE

23. Hoe lank beklee u die pos van Sentrumhoof?
-

24. Is u permanent/tydelik/gesekondeer?
-
- P
-
- T
-
- S

25. Hoeveel jare werklike ervaring het u in 'n onderwysersentrum?
-

26. Hoeveel professionele personeel is verbonde aan u onderwysersentrum?
-
- Dui posvlak aan, asb.

- | | | | |
|-------------------|----------------------|---------|----------------------|
| ◦ sentrumhoof | <input type="text"/> | posvlak | <input type="text"/> |
| ◦ assistent-hoof | <input type="text"/> | posvlak | <input type="text"/> |
| ◦ media-assistent | <input type="text"/> | posvlak | <input type="text"/> |
| ◦ assistent | <input type="text"/> | posvlak | <input type="text"/> |

Verantwoordelikhed:

- | | | | |
|-------------|----------------------|---------|----------------------|
| ◦ assistent | <input type="text"/> | posvlak | <input type="text"/> |
|-------------|----------------------|---------|----------------------|

Verantwoordelikhed:

- | | | | |
|-------------|----------------------|---------|----------------------|
| ◦ assistent | <input type="text"/> | posvlak | <input type="text"/> |
|-------------|----------------------|---------|----------------------|

Verantwoordelikhed:

27. Hoeveel administratiewe personeel is verbonde aan u onderwysersentrum?

- administratiewe assistent
- tikster-klerk
- 5/8-dag-tikster-klerk

28. Hoeveel nie-professionele personeel is verbonde aan u onderwysersentrum?

- ° bode (ook masjien-bedieners)
- ° skoonmaker: manlik
vroulik
- ° tuinjonge

29. Teenoor wie is u direk aanspreeklik, d.w.s. u professionele hoof?
(Noem slegs posbenaming)

2. Watter 3 uit par. 1 wat u genomineer het as die belangrikste kenmerke, wil u uitsonder as uitstaande kenmerke?
Skrif die eienskappe in die ruimtes.

1. _____
2. _____
3. _____

3. Is daar enige ander kenmerke wat u graag wil noem wat nie onder par. 1 gestel is nie?

- o _____
o _____
o _____

KATEGORIE D: UITVOERENDE BESTUURSAKKE

Rangskik die volgende stellings in volgorde van belangrikheid.
Plaas slegs die syfers 1 - 5 in die ruimte
(1 = laagste; 5 = hoogste)

1. BESLUITE

- 1.1 Ek aanvaar besluite van my bogeskiktes of van die groep waarmee ek werk met onbetrokkenheid
- 1.2 Ek ondersteun slegs besluite wat goeie gesindhede bevorder
- 1.3 Ek bestry besluite wat ek voel die doelwitte van my sentrum nie nastreef nie, al is dit van my bogeskiktes
- 1.4 Ek soek na uitvoerbare, alhoewel nie altyd die perfekte besluite nie
- 1.5 Ek ondersteun deeglike, kreatiewe besluitneming wat lei na begrip en eenstemmigheid

SLEGS
NOMMER

2. OORTUIGINGS

- 2.1 Ek vermy om kant te kies deur geen opinies, houdings of idees te openbaar nie
- 2.2 Ek aanvaar eerder houdings, opinies en idees van die groep as om my eie te stoot
- 2.3 Wanneer die groep verskillende idees, opinies of houdings as ek het, probeer ek hulle halfpad tegemoet kom
- 2.4 Ek kom op vir my eie idees, opinies en houdings, al moet ek tone trap
- 2.5 Ek kyk uit vir en soek na idees, opinies en houdings verskillend van my eie en alhoewel ek sterk oortuigings besit, kan ek reageer op idees deur my opinie aan te pas

3. KONFLIK

- 3.1 Wanneer konflik of sterk verskil van opinie ontstaan, probeer ek neutraal staan
- 3.2 Ek vermy konfliksituasies, of konflik-skeppende situasies, maar wanneer dit voorkom probeer ek gemoedere kalmeer deur 'n neutrale standpunt te handhaaf, d.w.s. geen kant te kies nie
- 3.3 Wanneer 'n konfliksituasie ontstaan, probeer ek regverdiige oplossings verkry wat almal sal akkommodeer
- 3.4 Wanneer 'n konfliksituasie ontstaan, probeer ek dit doodpraat deur my posisie as voorsitter/sentrumhoof te handhaaf
- 3.5 Wanneer 'n konfliksituasie ontstaan, probeer ek die redes daartoe identifiseer en die onderliggende oorsake wat daarna gelei het, op te los, verkieslik in groepeerband

4. HUMOR

- 4.1 My humor is slegs 'n taktiese benadering om 'n vertrouenshouding te skep
- 4.2 My humor is om die té ernstige benadering te temper en spanning te verlig
- 4.3 Ek gebruik humor slegs om 'n moontlik spanningsituasie/konfliksituasie te omseil/verlig
- 4.4 Ek gebruik humor om gemoedelikheid onderling aan te moedig
- 4.5 Ek gebruik humor om by die situasie aan te pas en perspektief te gee en daarom moet ek 'n humorsin onder alle omstandighede behou

SLEGS
NUMMER

5. TEMPERAMENT

- 5.1 Deur onbetrokke te staan, kan ek selde gevoelens by myself of ander genereer
- 5.2 Aangesien afkeuring, kritiek of konfliktsituasies spanning veroorsaak, reageer ek as teenvoeter deur warm en vriendelik op te tree
- 5.3 Tydens spanning of konfliktsituasies voel ek huierig om kant te kies en probeer olie op die waters te giet
- 5.4 Wanneer sake nie reg verloop nie, tree ek verdedigend op (aanvallend op), bied weerstand teen (in my opinie) weerbarstige elemente en kom na vore met teenargumente
- 5.5 Wanneer ek te na gekom word, hou ek myself in, maar wys my ongeduld sonder om my menswaardigheid prys te gee

6. INSPANNING

- 6.1 Ek moet 'n balans met my inset handhaaf om daardeur nie 'n onrustigheid by ander te skep nie
- 6.2 Ek verkies om ander die leiding te laat neem deur my ondersteuning eerder om as inisieerder op te tree
- 6.3 Ek streef om 'n gelykmatige pas te handhaaf teen 'n redelike tempo
- 6.4 Deur myself te dryf, plaas ek 'n morele verpligting op andere om ook deel te neem
- 6.5 Deur myself tot groter inspanning aan te dryf, verkry ek meer tevredenheid omdat ek daardeur andere aanspoor tot groter insette

KATEGORIE C: BEHEREINDE BESTUURSAKE

Dui aan met X naaste aan dit wat u wel doen.
U mag addisionele Inligting verskaf indien u dit
nodig ag of om die stelling te kwalifiseer

1. BEPLANNING

1.1 Ek doen al die beplanning self deur die aktiwiteite te bepaal en die riglyne vas te stel om die hoogste effektiwiteit te verkry

1.2 Ek laat my lei deur wat die aktiwiteite en aanbieders betref, maar doen alle reëlings en verdere bepalings self

1.3 Ek laat die onderskeie komitees alle beplannings en bepalings self tref, maar met korrelering en koördinerings deur die Sentrum

1(a) Byvoeging/Kwalifisering van punt:

DEURGAANS	STRAKES	30-35	100%

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--	--	--	--

2. ORGANISASIE

2.1 Ek doen die taakverdeling en dui aan andere aan wat om te doen, hoe, wanneer en met wie

2.2 Ek doen slegs die oorkoepelende organisasie en skeduleer slegs die aktiwiteite soos hulle aanbeveel word

2.3 Ek laat my lei deur die onderskeie komitees, maar organiseer verder alle aktiwiteite met voorbehoud van reg om te wysig

2(a) Byvoeging/Kwalifisering van punt:

--	--	--	--

--	--	--	--

--	--	--	--

3. VOORSKRIFTE

3.1 Ek behou nou kontak met alles wat aangaan om te verseker dat wat ek bepaal het, uitgevoer word

3.2 Ek het 'n stel voorskrifte opgestel en verag dat getroue uitvoering daaraan verleen word

3.3 Ek laat my lei deur omstandighede en laat toe dat die onderskeie komitees redelik outonomies optree, binne perke van die Sentrum se beleid

3(a) Byvoeging/Kwalifisering van punt:

--	--	--	--

--	--	--	--

--	--	--	--

4. BEHEER

4.1 Ek verseker dat skedules nagekom word en spoor mense tot vinniger handeling aan. Ek kritiseer, dui afwykings aan en skryf korrektiewe handeling voor

DEURGAANS	DIENRELS	BEHOE	MOET

4.2 Ek laat nie toe dat aktiwiteite afwyk van die geskudeleerde program nie, behalwe vir goeie rede en met die voorbehoud dat genoegsame kennisgewing vooraf gegee word

--	--	--	--

4.3 Die geskeduleerde program is nie rigied toepasbaar nie, en kan afgewyk word van die inhoudelike, maar nie van die datum nie

--	--	--	--

4(a) Byvoeging / Kwalifisering van punt:.....

5. PERSONEELONTWIKKELING

5.1 Ek selekteer self aanbieders en faseer swakkeres uit

5.2 Personeelontwikkeling moet nie op persoonlike sake konsentreer nie, maar gerig wees op die taakopleiding vir die algemene welsyn van die professie

5.3 Ek laat my lei deur andere t.o.v. aanbieders, maar gee leiding hoe opgetree moet word

5.4 Ek neem wat voorkom en vertrou dit werk.

5(a) Byvoeging / Kwalifisering van punt:.....

KATEGORIE F: DELEGEREIDE BESTUURSTAKE

Dui aan met X. Voeg by as u wil.

1. BEGINSSEL VAN DELEGERING

Delepeer u spesifieke take aan die personeel verbonde aan u Sentrum?

Delepeer u spesifieke take aan onderwysers wat op u sentrumkomitees dien?

Delepeer u spesifieke take aan u sentrumkomitees met die reg dat die lede verder delepeer?

WAT DOEK U AS U ANTWOORDE DEURGAANS HOUIT IS NIE?

DEURGAANS	DIKWELS	SELDE	HOUIT

2. DELEGERING

2.1 Delepeer van take vind plaas deur

- o spesifieke opdragte
- o algemene opdragte
- o geskrewe opdragte
- o mondelinge opdragte
- o kombinasies van bogenoemdes
- o
- o

2.2 Hoe vind delegering by u plaas?

- o bepaling van verwagte resultate
- o aanwysing van bepaalde take
- o delegering van verantwoordelikheid en beheer om take uit te voer
- o afelsing van verantwoording vir uitvoering van die take
- o
- o

2.3 Voldoen u delegering aan die volgende?
Rangskik in voorkeurvulgorde:

1. die primêre doel met delegering is om doeltreffende organisasie moontlik te maak
2. delegering berus om verantwoordelikheid en beheer aan andere oor te dra en verantwoording te eis
3. delegering vind plaas om die organisasies van die hoof te verlig
4. delegering vind plaas om aan gespesialiseerde elemente meer vryheid te verleen in hulle taakgebied.
5. delegering vind plaas deur die veld af te baken van verantwoordelikheid en beheer
6. delegering vind plaas deur 'n doelwit te stel en daarvolgens uiteindelijke verantwoording te eis
7. delegering van take beywer hom ook vir doeltreffender deelnemende bestuur
8. delegering is ook doelwitbestuur
9. delegering is 'n begrip by die hoof self van wat hy kan doen en wat hy aan andere kan toevertrou
10. Wil u enigsins iets byvoeg?

KATEGORIE G: FINANSIËLE BESTUUR

DEPARTIMENTELE FONDSE

1. Stel u jaarliks u eie begroting op, onafhanklik van die ander sentrums, wat uit u Onderwysdepartement-begroting verkry word?
2. Word 'n globale bedrag deur u Onderwysdepartement jaarliks toegewys wat
- ° gelykop onderverdeel word onder die onderskeie sentrums
 - ° toegewys word volgens elke sentrum se individuele behoeftes?
 - ° Ander: spesifiseer, asb. _____

JA	NEE

3. Hoe word die amptelike fondse wat deur die Onderwysdepartement toegewys word, deur u geadministreer
- ° in oorleg met u
 - Sentrumkomitee/Bestuurskomitee
 - Sentrumpersoneel
 - Komitee bestaande uit diensdoende onderwysers van u streek
 - 'n komitee bestaande uit sentrumhoofde
 - 'n departementele komitee na ondersoek van sentrum-behoeftes
 - ° na goeddunke soos behoeftes geïdentifiseer word
 - ° Ander: spesifiseer, asb.: _____

JA	NEE

4. Is die jaarlikse finansiële toewysing binne die kader van u Onderwysdepartement se ander verpligtinge
- ° heeltemaal voldoende
 - ° net voldoende
 - ° onvoldoende
 - ° heeltemal ontoereikend

JA	NEE

5. Indien u wil antwoord, waar sou u graag meer finansiële steun in die realistiese uitvoering van u taak wou verkry?
- _____
- _____
- _____

6. Wie aanvaar verantwoordelikheid vir die administrasie van hierdie fondse?

- die Sentrum as sodanig
- Sentrumkomitee/Bestuurskomitee
- Inrigting, waar van toepassing, waaraan Sentrum verbonde is
- Benoemde komitee van diensdoende onderwysers
- Ander: spesifiseer, asb.

	JA	NEE

7. Ontvang u sentrum enige bedryfskoste van u Onderwys-departement, bv. delging van reiskoste van sprekers, honorariums, oorhoofse uitgawes soos verskaffing van verversings, ens.

	JA	NEE

- Wil u meld hoeveel per Jaar?

R

8. Waar lê besteding van hierdie fondse jaarliks

- die swaarste?

- die minste?

KATEGORIE H: INTERNE BESTUUR

1. Hoe sien die Sentrumhoof sy verhouding en funksie met betrekking tot

1.1 Sentrumkomitee:

(a) Verhouding:

(b) Funksie:

1.2 Werkgroepkomitees:

(a) Verhouding:

(b) Funksie:

2. Hoe word die Sentrumkomitee en die Werkgroepkomitees benut as synde meganismes wat tot beskikking van die Sentrumhoof gestel is?

2.1 Sentrumkomitee:

2.2 Werkgroepkomitees:

3. Watter bydraes lewer die onderskeie komitees tot die vervulling van die funksies van die Ouderwysersentrum?

3.1 Sentrumkomitee:

3.2 Werkgroepkomitees:

4. Hoe sien die Sentrumhoof sy verhouding en funksie

4.1 tot die Rektor van sy Kollege?

4.2 tot die Registrateur?

4.3 tot die administratiewe personeel?

4.4 tot die fasiliteite wat deur die Kollege aan die Onderwysersentrum gestel word:

(a) Begrotingsfasette:

(b) Geboue/lokale/ameublement:

(c) Reprografiese fasiliteite:

4.5 tot die dosente aan die Kollege?
