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BYLAAG A

FASILITERINGSTYLTABELLE

DIMENSIONS/ BEHAVIORS	RESPONDER	MANAGER	INITIATOR	DIMENSIONS/ BEHAVIORS	RESPONDER	MANAGER	INITIATOR
Vision and Goal Setting	Accepts district goals as school goals	Accepts district goals but makes adjustments at school level to accommodate particular needs of the school	Respects district goals but insists on goals for school that give priority to this school's student needs	Vision and Goal Setting	Responds to teachers', students' and parents' interest in terms of goals of school and district	Collaborates with others in reviewing and identifying school goals	Establishes framework of expectations for the school and involves others in setting goals within that framework
	Allows others to generate the initiative for any school improvement that is needed	Engages others in regular review of school situation to avoid any reduction in school effectiveness	Identifies areas in need of improvement and initiates action for change	Structuring the School as a Work Place	Grants teachers much autonomy and independence and allows them to provide guidelines for students	Provides guidelines and expectations for teachers and parents to maintain effective operation of the school	Sets standards and expects high performance levels for teachers, students and self
	Relies primarily on others for introduction of new ideas into the school	Open to new ideas and introduces some to faculty as well as allowing others in school to do so	Sorts through new ideas presented from within and outside the school and implements those deemed to have high promise for school improvement in designated priority areas		Ensures that school and district policies are followed and strives to see that disruptions in the school day are minimal	Works with teachers, students and parents to maintain effective operation of the school	Establishes instructional programs as first priority; personal and collaborative efforts are directed at supporting that priority
	Future goals/direction of school are determined in response to district level goals/priorities	Anticipates the instructional and management needs of school and plans for them	Takes the lead in identifying future goals and priorities for the school and for accomplishing them		Responds to requests and needs as they arise in an effort to keep all involved persons comfortable and satisfied	Expects all involved to contribute to effective instruction and management	Insists that all persons involved give priority to teaching and learning
					Indefinitely delays having staff do tasks if it is perceived staff are overloaded	Contends that staff are already very busy and paces request and task loads accordingly	Will knowingly sacrifice short term feelings of staff if doing a task now is necessary for the success of longer term school goals

DIMENSIONS / BEHAVIORS	RESPONDER	MANAGER	INITIATOR	DIMENSIONS / BEHAVIORS	RESPONDER	MANAGER	INITIATOR
Entering School Work	Allows school norms to evolve over time	Helps establish and clarify norms for the school	Establishes, clarifies and models norms for the school	Managing Change	Develops minimal knowledge of what use of the innovation entails	Becomes knowledgeable about general use of the innovation and what is needed to support use	Develops sufficient knowledge about use to be able to make specific teaching suggestions and troubleshoot problems that may emerge
Language	Accepts district expectations for change	Meets district expectations for changes required	Accommodates district expectations for change and pushes adjustments and additions that will benefit his/her school		Communicates expectations relative to change only in very general terms	Informs teachers that they are expected to use the innovation	Gives teachers specific expectations and steps regarding use of the innovation
	Sanctions the change process and attempts to resolve conflicts when they arise	Maintains regular involvement in the change process sometimes with a focus on management and at other times with a focus on the impact of the change	Directs the change process in ways that aim toward effective innovation use by all teachers		Monitors change effort primarily through brief, spontaneous conversations and unsolicited reports	Monitors the change effort through planned conversations with individuals and groups and informal observations of instruction	Closely monitors the change effort through classroom observation, review of lesson plans and student performance
	Relies on information provided by other change facilitators, usually from outside the school for knowledge of the innovation	Uses information from a variety of sources for gaining knowledge of the innovation	Seeks out information from teachers, district personnel and others to gain an understanding of the innovation and its demands	Collaborating and Delegating	Information gained through monitoring may or may not be discussed with a teacher	Information gained through monitoring is discussed with teachers and compared with expected behavior	Information gained through monitoring is fed back directly to teachers, compared with expected behavior and a plan for next steps including improvements is established
					Ideas are registered by every staff member with one or two most heavily influencing the ultimate flow	Ideas are offered by both staff and the principal and consensus is gradually developed	Ideas are sought from teachers as well as their reactions to principal's ideas; then priorities are set

DIMENSIONS/ STYLES	RESPONDER	MANAGER	INITIATOR	DIMENSIONS/ BEHAVIORS	RESPONDER	MANAGER	INITIATOR
Decision making	Allows others to assume responsibility for the change effort	Tends to do most of the intervening on the change effort but will share some responsibility	Will delegate to carefully chosen others some of the responsibility for the change effort	Decision Making	Decisions are influenced more by immediate circumstances of the situation and formal policies than longer term consequences	Decisions are based on the norms and expectations that guide the school and the management needs of the school	Decisions are based on the standards of high expectations and what is best for the school as a whole, particularly learning outcomes and the longer term goals
	Those who assume responsibility have considerable autonomy and independence	Coordinates responsibilities and stays informed about how others are handling their responsibilities	Establishes first which responsibilities will be delegated and how they are to be accomplished, then monitors closely the carrying out of tasks		Allows all interested parties to participate in decision making or to make decisions independently	Allows others to participate in decision making, but maintains control of the process through personal involvement	Allows others to participate in decision making and delegates decision making to others but within carefully established parameters related to goals and expectations
	Those who assume responsibility are more likely to be from outside the school e.g. district facilitators	Others who assume responsibility may come from within or from outside the school	Others who assume responsibility are likely to be from within the school				
Discipline	Accepts the rules of the district	Lives by the rules of the district but goes beyond minimum requirements	Respects the rules of the district but determines behavior by what is required for maximum school effectiveness	Guiding and Supporting	Believes teachers are professionals and leaves them alone to do their work unless they request assistance or support	Believes teachers are a part of total faculty and establishes guidelines for all teachers for involvement with the change effort	Believes teachers are responsible for developing the best possible instruction and establishes expectations consistent with this view
	As the deadlines approach makes those decisions required for ongoing operation of the school	Actively involved in routine decision making relative to instructional and administrative affairs	Routine decisions are handled through established procedures and assigned responsibilities. Non-routine decisions are handled with dispatch following a consultation of teachers when		When requests for assistance or support are received, attempts to respond in a way that is satisfying to one who made the request	Monitors the progress of the change effort and attempts to anticipate needed assistance and resources	Anticipates the need for assistance and resources and provides support as needed whether or not required in advance of potential blockages

DIMENSIONS/ BEHAVIORS	RESPONDER	MANAGER	INITIATOR	DIMENSIONS/ BEHAVIORS	RESPONDER	MANAGER	INITIATOR
Guiding and Supporting	Relies on teachers to report how things are going and to share any major problems	Maintains close con- tact with teachers and the change effort in an attempt to identify things that might be done to assist teachers with the change	Collects and uses information from a variety of sources to monitor the change effort and to plan interven- tions that will increase the probability of a successful, quality imple- mentation	Guiding and Supporting	Tries to minimize the demands of the change effort on teachers	Modifies de- mands of the change effort to protect teachers from perceived overloads	Keeps ever present demands on teachers for effective im- plementation
				Structuring their Leadership Role	Sees role as admin- istrator	Sees roles as avoiding or minimizing problems so instruction may occur	Sees role as one of ensuring school has strong instructional program and that teachers are teaching and stu- dents are learning
	Relies on whatever training is available with the innovation to develop teacher's knowledge and skills	In addition to the regularly provided assistance, seeks and uses sources within and outside the school to develop teacher knowledge and skills	Takes the lead in identifying when teachers have need for in- creased know- ledge and skills and will see that it is provided most likely using the personnel and resources from within the building		Maintains low pro- file re- lative to day-to-day operation of school	Is very actively involved in day-to-day management	Directs the on- going operation of school with emphasis on instruction through personal actions and clearly delegated responsibilities
	Provides general support for teachers as persons and as pro- fessionals	Support is directed to individuals and sub- groups for specific purposes related to the change as well as to provide for their personal welfare	Provides direct programmatic support through interventions targeted to individuals and the staff as a whole		Identifica- tion and accomplish- ment of tasks are determined by the opinions and concerns presented	Is consis- tent in setting and accomplishing tasks and does much of it himself/ herself	Identified and accomplished tasks are consis- tent with school priorities but responsibility may be delegated to others

BYLAAG B

AMPTELIKE DEPARTEMENTELE VORM VIR DIE REGISTRASIE VAN 'N NUWE SKOOL

APPLICATION FOR THE REGISTRATION/EXPANSION/AMENDMENT OF A
PRIVATE SCHOOL

DEPARTEMENT VAN ONDERWYS EN OPLEIDING

DEPARTMENT OF EDUCATION AND TRAINING

AANSOEK OM DIE REGISTRASIE/UITBREIDING/WYSIGING VAN 'N PRIVAATSKOOL

APPLICATION FOR THE REGISTRATION/EXPANSION/AMENDMENT OF A PRIVATE SCHOOL

(Dien in enkelvoud in Submit one copy)

A REDE VIR DIE INDIENING VAN DIE FORM (Dui aan met X) REASON FOR SUBMISSION OF THE FORM (Indicate with X)	
☐	Instelling/Registrasie van 'n Sekondêre skool (Std 6 - 10) Establishment/Registration of a Secondary school (Std 6 - 10)
☐	Instelling/Registrasie van 'n Gekombineerde skool (Sub A - Std 10) Establishment/Registration of a Combined school (Sub A - Std 10)
☐	Instelling/Registrasie van 'n Middelbare skool (Sub A tot Std 6- en/of 7 klasse) Establishment/Registration of an Intermediate school (Sub A to Std 6- and/or 7 classes)
☐	Instelling/Registrasie van 'n Primêre skool (Sub A - Std 5) Establishment/Registration of a Primary school (Sub A - Std 5)
☐	Verandering van Standplaas/Naam/Kurrikulum * (Skrap nie van toepassing) Change of Locality/Name/Curriculum * (Delete not applicable)
Indien enige ruimte in enige afdeling onvoldoende is, gebruik dan losse papier If any space in any section is inadequate, use loose sheets of paper	
NOTA : NOTE :	Aansoeker voltooi afdelings : A, B, C, D, E, F, G, H Applicant to complete sections : A, B, C, D, E, F, G, H Kringbestuurder voltooi : F, I Circuit Manager to complete : F, I Gebiedsbestuurder voltooi : F, J Area Manager to complete : F, J

B ALGEMENE BESONDERHEDE VAN SKOOL (Stel in die geval van nuwe skole drie name vir die skool voor. In die geval van 'n Afrikataal gee die betekenisse)/
GENERAL PARTICULARS OF SCHOOL (In the case of new schools propose three names for the school. In the case of an African language indicate the meanings)

Naam / Name

Registr. Nr / No A

Voorgestelde name/ 1.
Proposed names

Betekenis/ 1.
Meaning

2.

2.

3.

3.

Straatadres/
Street address

Posadres/
Postal address

Kode/Code

Kode/Code

Kring/Circuit

Gebied/Area

Woonbuurt/Township

Distrik/District
(Naaste dorp/stad /
Nearest town/city)

C Leerlingontleding/Pupil analysis

1. Maksimum inskrywings waarvoor aansoek gedoen word/
Maximum enrolment applied for :

(a) Primêr/Primary

(b) Sekondêr/Secondary

2. Verwagte inskrywings/Expected enrolment

(a) Primêr/Primary

(b) Sekondêr/Secondary

Sub A

St/Std 6

Sub B

St/Std 7

St/Std 1

St/Std 8

St/Std 2

St/Std 9

St/Std 3

St/Std 10

St/Std 4

TOTAAL/
TOTAL

St/Std 5

TOTAAL/
TOTAL

TOTAAL/
TOTAL (a + b)

D Akkomodasie/Accommodation

1. Perseeladres/
Site address

2.1 Getal klaskamers (Primêr)/
Number of classrooms (Primary)

2.2 Getal klaskamers (Sekondêr)/
Number of classrooms (Secondary)

2.3 Ander lokale bv. Werkswinkels, Laboratoriums, Sentrums/
Other rooms eg. Workshops/Laboratories/Sentrums

3. BENUTTING VAN KLASKAMERS/UTILISATION OF CLASSROOMS

Klaskamer/ Classroom	PRIMÊR/PRIMARY		SEKONDÊR/SECONDARY	
	Grootte/ Size	Leerlinge per klaskamer/ Pupils per classroom	Grootte/ Size	Leerlinge per klaskamer/ Pupils per classroom
1.	 M ²	.....	..... M ²	.....
2.	 M ²	.....	..... M ²	.....
3.	 M ²	.....	..... M ²	.....
4.	 M ²	.....	..... M ²	.....
5.	 M ²	.....	..... M ²	.....
6.	 M ²	.....	..... M ²	.....
7.	 M	.....	..... M ²	.....
8.	 M ²	.....	..... M ²	.....
9.	 M ²	.....	..... M ²	.....
10.	 M ²	.....	..... M ²	.....
11.	 M ²	.....	..... M ²	.....
12.	 M ²	.....	..... M ²	.....
13.	 M ²	.....	..... M ²	.....
14.	 M ²	.....	..... M ²	.....
15.	 M ²	.....	..... M ²	.....
16.	 M ²	.....	..... M ²	.....
17.	 M ²	.....	..... M ²	.....
18.	 M ²	.....	..... M ²	.....
19.	 M ²	.....	..... M ²	.....
20.	 M ²	.....	..... M ²	.....
TOTAAL/TOTAL	 M ² =====		 M ² =====	

ANAL. LOUNGE (b.e. Jerswankel, Laborat. m., JentLoms)/
OTHER ROOMS (e.g. Workshops/Laboratories/Sentrums)

[illegible]

Totale oppervlakte beskikbaar vir Primêre leerlinge/
Total area available for Primary pupils M²

Totale oppervlakte beskikbaar vir Sekondêre leerlinge/
Total area available for Secondary pupils M²

4. Oppervlakte beskikbaar per leerling/
Area available per pupil

4.1 Primêr/Primary M²

4.2 Sekondêr/Secondary M²

5. Toilette beskikbaar/Toilets available : Aantal/Number

Dogters/Girls : sitplekke/seats _____

Seuns/Boys : sitplekke/seats _____

Seuns/Boys : urinaal/urinal _____

6. Handwasbakke/Hand basins :

Aantal/Number

Dogters/Girls _____

Seuns/Boys _____

7. Heg 'n afskrif van die goedgekeurde vloerplan aan wat duidelik
aandui : Aantal klaskamers en grootte/trappe/brandtrappe/
nooduitgange/kantore/store/toilette
Attach a copy of an approved floor plan which indicates : Number of
classrooms and size/steps/fire exits/emergency exits/offices/store-
rooms/toilets.

8. 'n Goedgekeurde gesondheidsertifikaat moet van die plaaslike
owerheid verkry en hierby aangeheg word/
An approved health certificate must be obtained from the local
authority and accompany this form.

9. 'n Goedgekeurde veiligheidsertifikaat moet ook van die plaaslike
owerheid verkry en ingedien word om te bewys dat die gebou veilig is
vir onderwysdoeleindes/
An approved safety certificate must also be obtained from the local
authority and be submitted to prove that the building is safe for
educational purposes.

Indien die skoolgebou deur die aansoeker gehuur word, moet die huurkontrak (wat vir ten minste een jaar geldig is) in die naam van die aansoeker hierby aangeheg word/

If the school building is rented by the applicant, the contract (valid for at least one year) in the name of the applicant must be attached.

of/or

Indien die skoolgebou die eiendom van die aansoeker is, moet 'n afskrif van die kaart en transport aangeheg word/

If the school building is the property of the applicant a copy of the title deed of the property must be attached to this application.

FINANSIËLE INLICHTING/FINANCIAL INFORMATION

Voorsiene begroting vir die eerste bestaansjaar van die skool. Verskaf 'n beëdigde verklaring wat die verwagte inkomste en uitgawes aandui/Proposed budget for the first year of existence of the school. Supply a sworn statement indicating the expected income and expenditure

INKOMSTE/INCOME

Onderriggeld/Teaching fee

Skenkings/Donations

Naam van donateur en bedrag geskenk moet verskaf word/
Name of doner and amount donated to be supplied

Ander inkomste (spesifiseer)/
Other income (specify)

UITGAWES/EXPENDITURE

Salaris : Onderwysers/
Salary : Teachers

Ander personeel/Other staff

Huur van/rent of (a) Gebou/Building

(b) Toerusting/Equipment

Telefoon/Telephone

Munisipale rekening (water, ligte ens.)/
Municipal account (water, lights etc)

Ander uitgawes/Other expenditure

2. Neem kennis dat daar voor 31 Maart van elke jaar 'n geouditeerde Inkomste en Uitgawestaat by die Departement ingedien moet word/

Please note that on or before 31 March of every year an audited Income and Expenditure statement must be handed to the Department

Onderwysers se salarisse moet onder andere duidelik aangetoon word/
Amongst others, teachers salaries must be clearly indicated

3. Dui aan of u beoog om aansoek te doen vir 'n departementele subsidie/
Indicate if you propose to apply for a departmental subsidy

Ja/ Yes	Nee/ No
☐	☐

LET WEL : Na die finale registrasie van die skool moet vorm 00 458 voltooi word waarin aansoek gedoen word vir 'n departementele subsidie. Bepaalde voorwaardes geld by die toeken van 'n subsidie.

PLEASE NOTE : After the final registration of the school form ET 458 must be completed to apply for a departmental subsidy. Certain prescribed conditions apply to the granting of a subsidy.

PLEASE USE SUBJECT ABBREVIATIONS (SEE PAGE 14)

	FIELD OF STUDY : HUMANITIES OR GENERAL			FIELD OF STUDY : NATURAL SCIENCE			FIELD OF STUDY : COMMERCIAL			FIELD OF STUDY : TECHNICAL (COMPREHENSIVE SCHOOL)			
SUBJECT T NO													
	A +	A +	A +	A +	A +	A +	A +	A +	A +	A +	A +	A +	A +
	AFR	AFR	AFR	AFR	AFR	AFR	AFR	AFR	AFR	AFR	AFR	AFR	AFR
	ENG	ENG	ENG	ENG	ENG	ENG	ENG	ENG	ENG	ENG	ENG	ENG	ENG
	MAT	MAT	MAT	MAT	MAT	MAT	MAT	MAT	MAT	MAT	MAT	MAT	MAT
	SC	SC	SC	SC	SC	SC	SC	SC	SC	SC	SC	SC	SC
										TD	TD	TD	TD
SUBJECT NO													
										A +	A +	A +	A +
										ENG/AFR	ENG/AFR	ENG/AFR	ENG/AFR
										MAT	MAT	MAT	MAT
										FSC	FSC	FSC	FSC
										TD	TD	TD	TD

IN FOR PROPOSED CURRICULUM

RECOMMENDED

RECOMMENDED

APPROVED

PRINCIPAL/OWNER

CIRCUIT MANAGER

AREA MANAGER

CEO (AUXILIARY SERVICES)

G. BESTUUR/MANAGEMENT

1. Regspersoonlikheid/Legal entity

	JA YES	NEE NO
1.1 Trustee		
1.2 Alleeneienaar/Sole ownership		
1.3 Maatskappy/Company		

2. Struktuur/samestelling van regspersoonlikheid/
Structure/composition of legal entity

Nam/Name

Telefoon/Telephone

Adres/Address

Voorsitter/
Chairman

Sekretaris/
Secretary

Lede/Members

1 _____

2 _____

3 _____

4 _____

5 _____

6 _____

Wie aanvaar die wetlike verantwoordelikheid m.b.t. die skool?
Who accept the legal responsibility in respect of the school?

H VERKLARING / DECLARATION

Ek,

die ondergetekende, synde die eienaar/van genoemde skool, doen hiermee
aansoek by die Departement van Onderwys en Opleiding vir die registrasie
van hierdie skool ingevolge die Wet op Onderwys en Opleiding, 1979 (Wet
90 van 1979), soos gewysig en verklaar hiermee dat die verstrekte
besonderhede juis en korrek is.

I,

the undersigned, being the owner/of the aforementioned school, hereby
apply to the Department of Education and Training for the registration of
this school in terms of the Education and Training Act, 1979 (Act 90 of
1979), and I hereby declare that the particulars furnished above are true
and correct.

.....
HANDTEKENING VAN EIENAAR/
SIGNATURE OF THE OWNER

DATUM
DATE

PLEK
PLACE

I AANBEVELING/RECOMMENDATION

AANBEVELING VAN KRINGBESTUURDER/RECOMMENDATION OF CIRCUIT MANAGER

Ek verklaar hiermee dat die verstrekte gegewens na die beste van my wete juis en korrek is/

I hereby declare that the above particulars are, to the best of my knowledge, true and correct.

- * Die aansoek om registrasie word aanbeveel/nie aanbeveel nie op grond van die volgende redes :/
The application for registration is recommended/not recommended for the following reasons :

.....
.....
.....

.....

Datum/

KRINGBESTUURDER/CIRCUIT MANAGER

Date

J AANBEVELING VAN GEBIEDSBESTUURDER/
RECOMMENDATION OF AREA MANAGER

- * Die aansoek om registrasie word aanbeveel/nie aanbeveel nie op grond van die volgende redes :/
The application for registration is recommended not/recommended for the following reasons :

.....
.....
.....

.....

Datum/

GEBIEDSBESTUURDER/AREA MANAGER

Date

K AANBEVELING VAN HOK HULPDIENTE/RECOMMENDATION OF CES AUXILIARY SERVICES

- * Die aansoek om registrasie word aanbeveel/nie aanbeveel nie op grond van die volgende redes :
The application for registration is recommended/not recommended for the following reasons :

.....
.....
.....

.....
HANDTERENING VAN HOK/
SIGNATURE OF SEC

Datum/Date :

L BESLUIT/DECISION

Goedgekeur/gewysig/afgekeur /
Approved/amended/not approved

.....
.....
.....

.....
STREEKHOOFDIRENTEUR/
REGIONAL CHIEF DIRECTOR

Datum/Date :

BYLAAG C

TOESTEMMINGSBRIEF VIR NAVORSING VAN DIE VRYSTAATSE ONDERWYSDEPARTEMENT

**FREE STATE PROVINCIAL GOVERNMENT
PROVINSIALE REGERING VAN DIE VRYSTAAT
MMUSO WA POROFENSI YA FOREISETATA**

DEPARTMENT OF EDUCATION

CR Swart Building, 55 Elizabeth Street, Private Bag X20565, BLOEMFONTEIN, 9300

DEPARTEMENT VAN ONDERWYS

CR Swartgebou, Elizabethstraat 55, Privaatsak X20565, BLOEMFONTEIN, 9300

LEFAPHA LA THUTO

Moaho wa CR Swart, 55 Elizabeth Street, Private Bag X20565, BLOEMFONTEIN 9300

Enquires/Navrae/Botsa ho: Mr W.B. van Rooyen
Ref./Verw./Tshupo:

Fax (051) 403-3421
Tel: (051) 405-5504

0.1/11/3/3

6 Maart 1998
Mnr A.J. Nel
Posbus 202
HEILBRON
9650

Geagte Mnr Nel

Aansoek om navorsing te onderneem binne die Vrystaatse Departement van Onderwys

- 1 U skrywe gedateer 24 Februarie 1998 is ter sake
- 2 Goedkeuring word hiermee verleen vir u versoek tot navorsing onderworpe aan die volgende voorwaardes:
 - 2.1 Prinsipale neem vrywilliglik deel aan die projek
 - 2.2 Die name van skole en prinsipale wat betrokke is, bly in alle opsigte vertroulik
 - 2.3 Voltooiing van vraelyste deur prinsipale moet buite die normale onderrigtyd van die skool plaasvind
 - 2.4 Hierdie brief van goedkeuring moet aan alle deelnemende persone getoon word
 - 2.5 'n Verslag van u navorsing moet na voltooiing van die studie aan die Vrystaat Departement van Onderwys geskenk word, waarna dit permanent in die Onderwysbiblioteek, Bloemfontein opgeneem word.
 - 2.6 U moet 'n brief aan die Hoof Onderwys, vir aandag W.B van Rooyen, Kamer 1211 CR Swartgebou Privaatsak X20565 BLOEMFONTEIN 9301 rig waarin u bogenoemde voorwaardes aanvaar

- 3 Ons wens u sukses toe met u navorsing

Vriendelike groete

WN. HOOF ONDERWYS.

BYLAAG D

VRAELYS AAN SKOOLHOOFDE

ALGEMENE INLIGTING

Algemene inligting wat asseblief deur die skoolhoof verskaf moet word.

Ek sal dit opreg waardeur indien u ook kortliks die volgende inligting aan my kan deurgee:

1. Verstrek asseblief kortliks die vernaamste redes vir die besluit om te amalgameer.

2. Hoe is op die terrein en naam van die nuwe gekombineerde skool besluit?

3. Watter voordele en nadele het amalgameer vir u skool ingehou?

VRAELYS 1

MOET ASSEBLIEF DEUR DIE SKOOLHOOF SELF VOLTOOI WORD

AFDELING A: BIOGRAFIESE BESONDERHEDE

(Trek asseblief 'n kruisie in die toepaslike ruimte).

1 PERSOONLIKE BESONDERHEDE

1.1 Geslag

Manlik	Vroulik
--------	---------

1.2 Ouderdom

20-29 jaar	30-39 jaar	40-49 jaar	50-59 jaar	60+ jaar
------------	------------	------------	------------	----------

1.3 Jare ervaring as skoolhoof

0-5 jaar	6-10 jaar	11-15 jaar	16+ jaar
----------	-----------	------------	----------

1.4 Was u vroeër 'n skoolhoof verbonde aan 'n

Primêre skool	Sekondêre skool	Gekombineerde skool	Nie skoolhoof
---------------	-----------------	---------------------	---------------

1.5 Was u vroeër aan een van die skole wat geamalgameer het, verbonde?

Ja	Nee
----	-----

1.6 Hoe het u die pos as hoof bekom?

Aansoek gedoen	Gevra	Oorgeplaas
----------------	-------	------------

1.7 Van watter aard is u aanstelling?

Tydelik	Permanent	Waarnemend
---------	-----------	------------

1.8 Hoogste akademiese kwalifikasie

Diploma	B.A.	B.Comm	B.Sc
B.Ed	Honneurs	M.Graad	D.Graad

1.9 Formele kwalifikasie in die onderwysbestuur?

(Dui slegs hoogste vlak aan)

D Ed	M Ed	B Ed
Diploma	Ander	Geen

AFDELING B: DEMOGRAFIESE BESONDERHEDE

2 BESONDERHEDE VAN HUIDIGE SKOOL

2.1 Gradering van skool

Sekondêre skool	Primêre skool	Gekombineerde skool
-----------------	---------------	---------------------

2.2 Voertaal van skool

Afrikaans	Engels	Dubbelmedium	Parallelmedium
-----------	--------	--------------	----------------

2.3 Lokalisering van skool

Stedelik	Semi-stedelik	Platteland
----------	---------------	------------

AFDELING C: DIE ROL VAN DIE SKOOLHOOF BY DIE AMALGAMERINGS-PROSES

Daar is geen regte of verkeerde antwoord nie. Let asseblief daarop dat sekere items in die vraelys verwys na hoe u as skoolhoof in verhouding tot die vernuwing funksioneer.

Die skaal van die vraelys werk soos volg:

A: Hoe is u as skoolhoof betrokke by die volgende aspekte:

- 1: In 'n hoë mate
- 2: Tot 'n redelike mate
- 3: Tot 'n mindere mate
- 4: Geen mate

B: Hoe belangrik is elke aspek vir u as skoolhoof:

- 1: Baie belangrik
- 2: Redelik belangrik
- 3: Minder belangrik
- 4: Glad nie belangrik nie

Merk by elke aspek slegs die toepaslike blokkie aan die linker- (A) sowel as die regterkant (B) van die bladsy.

3 VISIE TEN OPSIGTE VAN VERANDERING

1	2	3	4	1. Hou die skoolgemeenskap op hoogte van die visie wat u as skoolhoof het.	1	2	3	4
1	2	3	4	2. Bring veranderingsklimaat by u skool teweeg.	1	2	3	4
1	2	3	4	3. Werk weerstand teen verandering teen.	1	2	3	4
1	2	3	4	4. Pas aan by veranderde omstandighede.	1	2	3	4
1	2	3	4	5. Help met beplanning van verandering.	1	2	3	4
1	2	3	4	6. Tree as skakel op tussen ouers, personeel en leerlinge ten einde verandering te bewerkstellig.	1	2	3	4
1	2	3	4	7. Bring verandering aan ten einde verbetering te bewerkstellig.	1	2	3	4
1	2	3	4	8. Beveg intimidasie ten opsigte van verandering.	1	2	3	4
1	2	3	4	9. Laat personeelontwikkeling plaasvind.	1	2	3	4
1	2	3	4	10. Identifiseer en bestuur saam met u bestuurspan probleemareas.	1	2	3	4

4 BEPLANNING VAN VERANDERINGS-PROSES

1	2	3	4	1. Doen strategiese beplanning ten einde verandering vlot te laat verloop.	1	2	3	4
1	2	3	4	2. Maak personeel betrokke by die daarstelling van doelwitte rakende beoogde veranderings.	1	2	3	4
1	2	3	4	3. Beplan voortdurend saam met die bestuurspan die gehalte van onderwys.	1	2	3	4
1	2	3	4	4. Beplan in samewerking met bestuursliggaam dat daar fondse beskikbaar is om verandering te bewerkstellig.	1	2	3	4
1	2	3	4	5. Bepaal prioriteite waarvolgens take afgehandel moet word.	1	2	3	4
1	2	3	4	6. Stel tydskedules op vir die terugvoering van resultate en identifisering van hulpbronne wat nodig is om resultate te behaal.	1	2	3	4

5 FASILITERING VAN VERANDERING

1	2	3	4	1. Verseker dat alle vergaderings rakende verandering goed gereël word.	1	2	3	4
1	2	3	4	2. Sien toe dat persone wat getaak word om verandering te implementeer, skriftelike werksverdelings en pligstate ontvang.	1	2	3	4
1	2	3	4	3. Pas reëls en regulasies streng toe op primêre en sekondêre personeel.	1	2	3	4
1	2	3	4	4. Beweeg as fasiliteerder vir verandering sigbaar in die skoolgebou en skoolterrein rond.	1	2	3	4
1	2	3	4	5. Deel personeel volgens vermoë en belangstelling by aktiwiteite in.	1	2	3	4
1	2	3	4	6. Maak seker dat personeel duidelik verstaan wat veranderings behels.	1	2	3	4
1	2	3	4	7. Motiveer skoolgemeenskap om verandering te aanvaar.	1	2	3	4
1	2	3	4	8. Kommunikeer met skoolgemeenskap oor die doel van verandering.	1	2	3	4
1	2	3	4	9. Maak seker dat die effek van die verandering strategie geëvalueer word.	1	2	3	4
1	2	3	4	10. Stel beoogde veranderings op skrif en sirkuleer dit onder die ouergemeenskap.	1	2	3	4

AFDELING D: FASILITERINGSTYL VAN DIE SKOOLHOOF

Gebruik asseblief die volgende skaal om aan te dui hoe gereeld u as skoolhoof elkeen van die items wat hieronder genoem word, toepas.

1: Nooit

4: Partykeer

2: By uitsondering

5: Baie keer

3: Min

6: Altyd

Merk by elke item slegs die toepaslike blokkie.

1. Is vriendelik as u met personeel praat.	1	2	3	4	5	6
2. Is belese ten opsigte van onderrigmetodes en die kurrikulum van beide die primêre en sekondêre afdelings.	1	2	3	4	5	6
3. Prosedures en reëls word duidelik uitgespel.	1	2	3	4	5	6
4. Bespreek skoolprobleme op 'n positiewe wyse.	1	2	3	4	5	6
5. Kom georganiseerd voor.	1	2	3	4	5	6
6. Deel baie idees om die onderwys en onderrig te verbeter.	1	2	3	4	5	6
7. Planne en prosedures word eers op die laaste oomblik bekend gemaak.	1	2	3	4	5	6
8. Hou almal ingelig oor prosedures.	1	2	3	4	5	6
9. Is baie betrokke by dit wat met onderwysers en leerlinge gebeur.	1	2	3	4	5	6
10. Oplossing vir probleme is gedefinieerd.	1	2	3	4	5	6

11. Is besorg oor hoe personeel oor verandering voel.	1	2	3	4	5	6
12. Vra vrae oor wat die onderwysers in hulle klaskamers doen.	1	2	3	4	5	6
13. Het konkrete idees oor verbetering.	1	2	3	4	5	6
14. Verskaf riglyne vir die suksesvolle funksionering van die skool.	1	2	3	4	5	6
15. Ondersteun personeel te alle tye.	1	2	3	4	5	6
16. Toewysing van hulpmiddels is georganiseer.	1	2	3	4	5	6
17. Doeltreffende en gladde funksionering van skool is die hoogste prioriteit.	1	2	3	4	5	6
18. Gebruik baie bronne om van vernuwing te wete te kom.	1	2	3	4	5	6
19. Om deur die personeel aanvaar te word is baie belangrik vir u.	1	2	3	4	5	6
20. U sien die verband tussen die dag tot dag aktiwiteite en beweeg in die rigting van die neergelegde doelwitte.	1	2	3	4	5	6
21. Is baie goed ingelig oor programme en vernuwing in die onderwys.	1	2	3	4	5	6
22. Het baie ervaring van die organisering van hulpmiddels en roosters.	1	2	3	4	5	6
23. Het 'n volledige visie oor hoe u die toekoms van die skool sien.	1	2	3	4	5	6
24. Om aandag te gee aan gevoelens en persepsies van die personeel en leerlinge is vir u van groot belang.	1	2	3	4	5	6
25. Onderzoek die gevolge van die verandering op n gestruktureerde wyse.	1	2	3	4	5	6
26. Verkeer sosiaal met die personeel.	1	2	3	4	5	6
27. Stel die neem van besluite tot op die laaste oomblik uit.	1	2	3	4	5	6
28. Fokus op belangrike sake.	1	2	3	4	5	6
29. Neem leiding as probleme opgelos word	1	2	3	4	5	6
30. Steun sterk op beheerliggaam.	1	2	3	4	5	6

BYLAAG E

VRAELYS AAN PERSONEEL

VRAELYS 2

DIE VRAELYS MOET ASSEBLIEF DEUR DIE PERSONEEL VOLTOOI WORD

AFDELING A: BIOGRAFIESE BESONDERHEDE

(Trek asseblief 'n kruisie in die toepaslike ruimte).

1 BIOGRAFIESE BESONDERHEDE

1.1 Graad van pos

Onderwyser	Departementshoof	Adjunkhoof
------------	------------------	------------

1.2 Geslag

Manlik	Vroulik
--------	---------

1.3 Ouderdom

20-29 jaar	30-39 jaar	40-49 jaar	50-59 jaar	60+ jaar
------------	------------	------------	------------	----------

1.4 Onderwyservaring

0-5 jaar	6-10 jaar	11-20 jaar	21-30 jaar	30+ jaar
----------	-----------	------------	------------	----------

1.5 Was u vroeër aan een van die skole wat geamalgameer het, verbonde?

Ja	Nee
----	-----

1.6 Hoe lank was u verbonde aan die personeel van een van die skole wat geamalgameer het?

0-5 jaar	6-9 jaar	10-14 jaar	15+ jaar
----------	----------	------------	----------

1.7 Hoogste akademiese kwalifikasie

Diploma	B.A.	B.Comm	B.Sc
B.Ed	Honneurs	M.Graad	D.Graad

1.8 Professionele kwalifikasies

Onderwysdiploma	Onderwysdiploma en VDO	Ander (Spesifiseer)
-----------------	------------------------	---------------------

1.9 Huistaal

Afrikaans	Engels	Ander (Spesifiseer)
-----------	--------	---------------------

1.10 Gradering van skool

Sekondêre skool	Primêre skool	Gekombineerde skool
-----------------	---------------	---------------------

1.11 Insluitend u huidige skoolhoof, onder hoeveel skoolhoofde het u al gewerk?

1	2	3	4	5+
---	---	---	---	----

AFDELING B: DIE ROL VAN DIE SKOOLHOOF BY DIE AMALGAMERINGS-PROSES

Daar is geen regte of verkeerde antwoord nie. Let asseblief daarop dat sekere items in die vraelys verwys na hoe u skoolhoof in verhouding met vernuwing funksioneer.

Die skaal van die vraelys werk soos volg:

A: Hoe is u skoolhoof betrokke by die volgende aspekte:

- 1: In 'n hoë mate
- 2: Tot 'n redelike mate
- 3: Tot 'n mindere mate
- 4: Geen mate

B: Hoe belangrik is elke aspek vir u skoolhoof:

- 1: Baie belangrik
- 2: Redelik belangrik
- 3: Minder belangrik
- 4: Glad nie belangrik nie

Merk by elke aspek slegs die toepaslike blokkie aan die linker-(A) sowel as die regterkant(B) van die bladsy.

2 VISIE TEN OPSIGTE VAN VERANDERING

1	2	3	4	1. Hou die skoolgemeenskap op hoogte van die visie wat hy/sy as skoolhoof het.	1	2	3	4
1	2	3	4	2. Bring veranderingsklimaat by sy/haar skool teweeg.	1	2	3	4
1	2	3	4	3. Werk weerstand teen verandering teen.	1	2	3	4
1	2	3	4	4. Pas aan by veranderde omstandighede.	1	2	3	4
1	2	3	4	5. Help met beplanning van verandering.	1	2	3	4
1	2	3	4	6. Tree as skakel op tussen ouers, personeel en leerlinge ten einde verandering te bewerkstellig.	1	2	3	4
1	2	3	4	7. Bring verandering aan ten einde verbetering te bewerkstellig.	1	2	3	4
1	2	3	4	8. Beveg intimidasie ten opsigte van verandering.	1	2	3	4
1	2	3	4	9. Laat personeelontwikkeling plaasvind.	1	2	3	4
1	2	3	4	10. Identifiseer en bestuur saam met sy/haar bestuurspan probleemareas.	1	2	3	4

3 BEPLANNING VAN VERANDERINGSPROSES

1	2	3	4	1. Doen strategiese beplanning ten einde verandering vlot te laat verloop.	1	2	3	4
1	2	3	4	2. Maak personeel betrokke by die daarstelling van doelwitte rakende beoogde veranderings.	1	2	3	4
1	2	3	4	3. Beplan voortdurend saam met die bestuurspan die gehalte van onderwys.	1	2	3	4
1	2	3	4	4. Beplan in samewerking met bestuursliggaam dat daar fondse beskikbaar is om verandering te bewerkstellig.	1	2	3	4
1	2	3	4	5. Bepaal prioriteite waarvolgens take afgehandel moet word.	1	2	3	4
1	2	3	4	6. Stel tydskedules op vir die terugvoering van resultate en identifisering van hulpbronne wat nodig is om resultate te behaal.	1	2	3	4

4 FASILITERING VAN VERANDERING

1	2	3	4	1. Verseker dat alle vergaderings rakende verandering goed gereël word.	1	2	3	4
1	2	3	4	2. Sien toe dat persone wat getaak word om verandering te implementeer, skriftelike werksverdelings en pligstate ontvang.	1	2	3	4
1	2	3	4	3. Pas reëls en regulasies streng toe op primêre en sekondêre personeel.	1	2	3	4
1	2	3	4	4. Beweeg as fasiliteerder vir verandering sigbaar in die skoolgebou en skoolterrein rond.	1	2	3	4
1	2	3	4	5. Deel personeel volgens vermoë en belangstelling by aktiwiteite in.	1	2	3	4
1	2	3	4	6. Maak seker dat personeel duidelik verstaan wat veranderings behels.	1	2	3	4
1	2	3	4	7. Motiveer skoolgemeenskap om verandering te aanvaar.	1	2	3	4
1	2	3	4	8. Kommunikeer met skoolgemeenskap oor die doel van verandering.	1	2	3	4
1	2	3	4	9. Maak seker dat die effek van die veranderingstrategie geëvalueer word.	1	2	3	4
1	2	3	4	10. Stel beoogde veranderings op skrif en sirkuleer dit onder die ouergemeenskap.	1	2	3	4

AFDELING C: FASILITERINGSTYL VAN DIE SKOOLHOOF

Gebruik asseblief die volgende skaal om aan te dui hoe gereeld u skoolhoof elkeen van die items wat hieronder genoem word, toepas.

1: Nooit

2: By uitsondering

3: Min

4: Partykeer

5: Baie keer

6: Altyd

Merk by elke item slegs die toepaslike blokkie.

1. Is vriendelik as hy/sy met personeel praat.	1	2	3	4	5	6
2. Is belese ten opsigte van onderrigmetodes en die kurrikulum van beide die primêre en sekondêre afdelings	1	2	3	4	5	6
3. Prosedures en reëls word duidelik uitgespel	1	2	3	4	5	6
4. Bespreek skoolprobleme op 'n positiewe wyse.	1	2	3	4	5	6
5. Kom georganiseerd voor	1	2	3	4	5	6
6. Deel baie idees om die onderwys en onderrig te verbeter.	1	2	3	4	5	6
7. Planne en prosedures word eers op die laaste oomblik bekend gemaak.	1	2	3	4	5	6
8. Hou almal ingelig oor prosedures	1	2	3	4	5	6
9. Is baie betrokke by dit wat met onderwysers en leerlinge gebeur.	1	2	3	4	5	6
10. Oplossing vir probleme is gedefinieerd.	1	2	3	4	5	6

11.	Is besorg oor hoe personeel oor verandering voel.	1	2	3	4	5	6
12.	Vra vrae oor wat die onderwysers in hulle klaskamers doen.	1	2	3	4	5	6
13.	Het konkrete idees oor verbetering.	1	2	3	4	5	6
14.	Verskaf riglyne vir die suksesvolle funksionering van die skool.	1	2	3	4	5	6
15.	Ondersteun personeel te alle tye.	1	2	3	4	5	6
16.	Toewysing van hulpmiddels is georganiseerd.	1	2	3	4	5	6
17.	Doeltreffende en gladde funksionering van skool is die hoogste prioriteit.	1	2	3	4	5	6
18.	Gebruik baie bronne om van vernuwing te wete te kom.	1	2	3	4	5	6
19.	Om deur die personeel aanvaar te word is baie belangrik vir hom/haar.	1	2	3	4	5	6
20.	Hy/sy sien die verband tussen die dag-tot-dag aktiwiteite en beweeg in die rigting van die neergelegde doelwitte.	1	2	3	4	5	6
21.	Is baie goed ingelig oor programme en vernuwing in die onderwys.	1	2	3	4	5	6
22.	Het baie ervaring van die organisering van hulpmiddels en roosters.	1	2	3	4	5	6
23.	Het 'n volledige visie oor hoe hy/sy die toekoms van die skool sien.	1	2	3	4	5	6
24.	Om aandag te gee aan gevoelens en persepsies van die personeel en leerlinge is vir hom/haar van groot belang.	1	2	3	4	5	6
25.	Ondersoek die gevolge van die verandering op 'n gestruktureerde wyse.	1	2	3	4	5	6
26.	Verkeer sosiaal met die personeel.	1	2	3	4	5	6
27.	Stel die neem van besluite tot op die laaste oomblik uit.	1	2	3	4	5	6
28.	Fokus op belangrike sake.	1	2	3	4	5	6
29.	Neem leiding as probleme opgelos word.	1	2	3	4	5	6
30.	Steun sterk op beheerliggaam.	1	2	3	4	5	6