

BYLAE A (AFR.)

VRAELYS AAN STUDENTE INSAKE HULLE PRAKTIESE
OPLEIDING AS ONDERWYSERS

OPMERKINGS

1. Hierdie vraelys maak 'n deel uit van 'n ondersoek na die praktiese opleiding van onderwysers.
2. U word vriendelik versoek om die vrae openlik en eerlik te beantwoord. Die inligting wat u sal verskaf, sal vertroulik behandel en slegs vir navorsingsdoeleindes gebruik word.
3. Waar dit van toepassing is, het hierdie vraelys slegs betrekking op u pas afgelope proefonderwystydperk.
4. Hoe u die vrae moet beantwoord:

- (a) Waar 'n 5-puntskaal teenoor 'n vraag of stelling aangegee is, omkring u die toepaslike syfer, bv. 0 1 2 3 4

Die skaal dui een van die volgende betekenisse of waardes aan:-

0	Glad nie, geen	Nooit	Niks	Negatief
1	In 'n geringe mate	Af en toe	Baie min	Onverskillig
2	Gemiddeld	Taamlik dikwels	Gemiddeld	Gemiddeld
3	In 'n hoë mate	Dikwels	Heelwat	Grootliks positief
4	Heeltemal	Altyd	Baie	Positief

- (b) In ander gevalle dui u die korrekte vraag met 'n kruisie oor die betrokke syfer aan.
- (c) Ignoreer asseblief alle syfers tussen hakies.

A. ALGEMENE BESONDERHEDE

Groep- en identifika-
sienommer
(1-5)

1. OPLEIDINGSINRICHTING

Potchefstroomse Universiteit	1	
Universiteit van Pretoria	2	
Potchefstroomse Onderwyskolle- lege	3	
Pretoriase Onderwyskollege	4	
Goudstadse Onderwyskollege	5	
Johannesburgse Onderwys- kollege	6	(6)
Johannesburgse Kunsskool	7	
Johannesburgse Onderwys- kollege vir Huishoudkunde	8	
Pretoriase Tegniese Kollege	9	

2. SOORT KURSUS

(a) Graad- en diplomakursus	0	
(b) Diplomakursusse sonder graad, met spesialisering in hoërskool- vakke:		
i. Geesteswetenskappe (Tale, ens.)	1	
ii. Natuurwetenskappe (Ook wiskunde)	2	(7)
iii. Handelsvakke	3	
iv. Huishoudkundige en tegniese vakke	4	
v. Liggaamlike opvoe- ding	5	
vi. Kuns, musiek, drama en spraak.	6	
(c) Diplomakursusse sonder graad, met spesialisering in laer-		

skoolwerk:

- i. Junior-primêre werk 7
- ii. Senior-primêre werk 8
- iii. Spesialisering in
besondere laer=
skoolvakke, bv.
kuns, musiek, ens. 9

3. STUDIEJAAR (herhaaljare geïg=
noreer)

1ste	1	
2de	2	
3de	3	(8)
4de	4	

4. GESLAG

(Manlik/Vroulik)	M	V	
	1	2	(9)

5. STANDERD TIEN GESLAG

(a) Kursus:

Met universiteits= toelating	1	
Sonder universiteits= toelating	2	(10)

(b) Klas:

Eersteklas	1	
Tweedeklas	2	(11)

B. PRAKTIESE OPLEIDING AAN U OPLEIDINGSINRICHTING

1. Demonstrasielesse

- (a) i. Hoe dikwels kry u die geleentheid om na demonstrasielesse van vakmetodiekdosente te luister met slegs studente as gehoor?
0 1 2 3 4 (12)
- ii. Word die lesse agterna deur die studente en dosent ontleed en bespreek?
0 1 2 3 4 (13)
- (b) i. Hoe dikwels kry u die geleentheid om na demonstrasielesse van vakmetodiekdosente te luister met skoolkinders in 'n demonstrasielokaal?
0 1 2 3 4 (14)
- ii. Word die lesse agterna deur die studente en dosent ontleed en bespreek?
0 1 2 3 4 (15)
- (c) i. Hoe dikwels het u al in die opleiding by u inrigting self demonstrasielesse voor studente en die dosent gegee:
Sonder skoolkinders?
..... 0 1 2 3 4 (16)
Met skoolkinders?
..... 0 1 2 3 4 (17)
- ii. Word die lesse agterna ontleed en bespreek?
.....0 1 2 3 4 (18)

2. Opleiding in die aanwending en hantering van vaktegniese apparaat en algemene opvoedkundige hulpmiddels.

(a) In hoe 'n mate het u tot dusver vertrouwd geraak met die aanwending van al die onderwys- en leer-middele (apparaat) wat u in u besondere onderwysrigting sal moet kan gebruik en laat gebruik?
 0 1 2 3 4 (19)

(b) Sal daar in die res van u kursus nog geleentheid wees om met die apparaat waarmee u beter vertrouwd behoort te raak, nader kennis te maak?

Nee	0	
Weet nie	1	(20)
Ja	2	

3. Studentebedrywighede

Aan watter van die volgende aktiwiteite neem u aktief deel?

Studenteraad	1	
Huiskomitee	2	
Kerklike verenigings	3	
Toneelverenigings	4	
Sportbedrywighede	5	(21)
Debatsverenigings	6	
Kulturele jeugbewegings (bv. Voortrekkers)	7	
Stokperdjieverenigings (skaak, fotografie, ens.)	8	
Neem aan geen studentebedrywighede deel nie	9	

C. PROEFONDERWYS IN SKOLE

Opmerking: In alle gevalle waar dit van toepassing is, moet u die besonderhede van u jongste proefonderwystydperk of -skool verstrek.

1. Organisasie van proefonderwys

- (a) Hoeveel proefonderwys het u tot dusver gegee? (22)
- | | | | | | | | | | |
|---------|-----|-----|-----|-----|-----|-----|-----|-----|--------------|
| Meer as | 1 | 10 | 25 | 40 | 55 | 70 | 85 | 100 | skool
dae |
| | (1) | (2) | (3) | (4) | (5) | (6) | (7) | (8) | |
- (b) Afstand vanaf u vaste woonplek (ouerhuis, losieshuis, koshuis) na die skool waar u proefonderwys gegee het:
- | | | | |
|------|---|---|------|
| i) | Binne loopafstand | 1 | |
| ii) | Maklik bereikbaar met eie, privaat of openbare vervoer | 2 | |
| iii) | Bereikbaar met vervoermiddels, maar met heelwat moeite en koste | 3 | (23) |
| iv) | Moes naby die skool gaan loseer het | 4 | |
- (c) Het u noodsaaklike verpligtinge by u opleidingsinrigting gehad, wat ook tydens proefonderwys nagekom moes word? Ja Nee (24)
- | | | | |
|--|--|---|---|
| | | 1 | 2 |
|--|--|---|---|

2. Vorbereidings by u opleidingsinrigting met die oog op proefonderwys

Word u by u inrigting op hoogte gebring:

- (a) met wat die inrigting van u verwag tydens proefonderwys, d.w.s. in sake organisatoriese aspekte? (25)
- | | | | | | |
|--|---|---|---|---|---|
| | 0 | 1 | 2 | 3 | 4 |
|--|---|---|---|---|---|
- (b) met die noodsaaklike besonderhede van die skool waarheen u gestuur word, bv. ligging van die skool, vervoer= moontlikhede, soort skool, ens. (26)
- | | | | | | |
|--|---|---|---|---|---|
| | 0 | 1 | 2 | 3 | 4 |
|--|---|---|---|---|---|

- (c) deur die dosente wat u vir kritiek=
lesse sal kom besoek oor wat hulle
van u sal verwag tn opsigte van
inhoud, metodiek, ens.? 0 1 2 3 4 (27)

3. Voorligting by die skool

In watter mate is u by die skool deur die
skoolhoof of sy verteenwoordiger voorge=
lig ten opsigte van die volgende aspekte:

- (a) Die skool se tradisies, gewoontes?
0 1 2 3 4 (28)
- (b) Skoolorganisasie soos speelgrond=
diens, buitemuurse aktiwiteite en
wat u aandeel daarin sal wees?
0 1 2 3 4 (29)
- (c) Die gebruik, opstelling en/of vol=
tooiing van amptelike, administra=
tiewe stukke soos skoolbesoekre=
gisters, rapportvorms, promosie=
state ens. 0 1 2 3 4 (30)
- (d) Die skool se beleid en werkmodes
ten opsigte van opvoedkundige aan=
geleenthede soos toets- en eksamen=
stelsel, dissipline, klasindelings,
huiswerk, ens. 0 1 2 3 4 (31)

4. Inskakeling by die skool-, professionele
en sosiale bedrywighede

- (a) In watter mate het u u vereenselwig
(een gevoel) met die skool en sy
bedrywighede? 0 1 2 3 4 (32)
- (b) In watter mate het die skoolperso=
neel u in hulle geledere welkom
laat voel (bv. in die personeel=
kamer)? 0 1 2 3 4 (33)
- (c) Het u die geleentheid gekry om die
personeel ook informeel, bv. op
personeelgesellighede, partytjies
aan huis, ens. te ontmoet? 0 1 2 3 4 (34)

- (d) Is u ingeskakel by die bedrywige hede van professionele verenigings, bv. die T.O.? 0 1 2 3 4 (35)
- (e) Het u geleentheid gehad om leerlinge se ouers te ontmoet? 0 1 2 3 4 (36)
- (f) Het u die geleentheid gehad om saam met 'n onderwyser huissoek by leerlinge se ouers te doen? 0 1 2 3 4 (37)

5. Die samewerking en leiding van die klas- of vakonderwyser onder wie se sorg u geplaas was

- (a) In hoe 'n mate het die onderwyser se onderwysmetodes en onderwysbenadering verskil van dié wat u by u opleidingsinrigting leer? 0 1 2 3 4 (38)
- (b) In watter mate het die onderwyser u geesdrif vir die onderwysberoep positief beïnvloed? 0 1 2 3 4 (39)
- (c) Die onderwyser se
- i) bekwaamheid as onderwyser, 0 1 2 3 4 (40)
- ii) bekwaamheid as u voorligter en leermeester 0 1 2 3 4 (41)
- (d) Het u die geleentheid gekry om die volgende met die onderwyser te bespreek:
- i) Sy voorbereiding en verslag van werk? 0 1 2 3 4 (42)
- ii) Kontrole van leerlinge se skriftelike werk? 0 1 2 3 4 (43)
- iii) Leerlinge se huiswerk: beleid kontrole ens.? 0 1 2 3 4 (44)
- iv) Metodes om dissipline te handhaaf? 0 1 2 3 4 (45)

- v) Aanlê en byhou van skoolbe-
soekregister? 0 1 2 3 4 (46)
- vi) Sy besondere metodes en tegnieke
(vakdidaktiek)? 0 1 2 3 4 (47)
- vii) Lesse wat hy vir demonstrasie=
doeleindes voor u gegee het?
0 1 2 3 4 (48)
- viii) Die lesse wat u vir kritiek=
doeleindes voor hom gegee
het? 0 1 2 3 4 (49)
- ix) Leerlinge se eienaardighede,
leerprobleme, huislike omstan-
dighede, ens. met die doel om
leerlinge beter te verstaan?
0 1 2 3 4 (50)

6. Die houding van leerlinge teenoor studente

In watter mate

- a) is u deur die leerlinge as 'n on-
derwyser aanvaar (behandel)? 0 1 2 3 4 (51)
- b) het u dit geniet om met die leer-
linge te werk? 0 1 2 3 4 (52)
- c) het u dissiplinêre probleme met
leerlinge gehad? 0 1 2 3 4 (53)

7. Proefleiers (Groepleiers)

- a) Het u inrigting die gebruik dat 'n
student as proefleier optree? Ja/Nee
1 / 2 (54)
- b) Indien ja, hoeveel keer het u al
in die hoedanigheid waargeneem?
0 1 2 3 4 5 keer. (55)
- c) Indien u al as proefleier opgetree
het, hoedanig was die samewerking
van:

- i) die skoolhoof of sy verteen=
woordiger met wie u namens
u groep onderhandel het? 0 1 2 3 4 (56)
- ii) die studentegroep namens wie u
opgetree het? 0 1 2 3 4 (57)

8. Kritieklesse voor dosente

- a) Hoe gereeld woon studente mekaar
se kritieklesse voor dosente by?
0 1 2 3 4 (58)
- b) Neem studente deel aan die bespre=
king van mekaar se kritieklesse?
0 1 2 3 4 (59)
- c) Hoe gereeld word kritieklesse deur
dosente bespreek? 0 1 2 3 4 (60)
- d) Hoe deeglik word kritieklesse
deur dosente bespreek? 0 1 2 3 4 (61)
- e) In hoe 'n mate verskil die stan=
daarde en vereistes wat verskil=
lende dosente vir 'n les stel,
(d.w.s. as u voor meer as een
dosent kritieklesse gee?) 0 1 2 3 4 (62)
- f) Ontvang u 'n afskrif van die do=
sent se geskrewe krtiek? 0 1 2 3 4 (63)
- g) Dui die vormende waarde aan wat
kritieklesse voor dosente vir
u gehad het: 0 1 2 3 4 (64)

9. Vrae aan afstuderende studente

- a) Dui die waarde aan wat die volgende
aspekte van proefonderwys by skole,
in u opleiding as onderwyser gehad
het:

Voorligting van skoolhoofde 0 1 2 3 4 (65)

Voorligting van onderwysers 0 1 2 3 4 (66)

Lesse voor onderwysers	0	1	2	3	4	(67)
Lesse voor dosente	0	1	2	3	4	(68)
Lesse met slegs leerlinge teen= woordig	0	1	2	3	4	(69)
Bespreking van lesse deur do= sente	0	1	2	3	4	(70)
Bespreking van lesse deur onderwyser	0	1	2	3	4	(71)

b) Dui die waarde aan wat die volgende
in u vorming as onderwyser gehad het:

Lesings by u inrigting	0	1	2	3	4	(72)
Praktiese werk by u inrigting	0	1	2	3	4	(73)
Proefonderwys by die skole	0	1	2	3	4	(74)
Sportbedrywighede	0	1	2	3	4	(75)
Algemene studentelewe	0	1	2	3	4	(76)
Geleenthede wat die stad of dorp waarin u studeer, bied vir algemene vorming	0	1	2	3	4	(77)

BYLAE A (ENG.)

QUESTIONNAIRE TO STUDENTS CONCERNING THEIR
PRACTICAL TRAINING AS TEACHERS

REMARKS

1. This questionnaire forms part of an investigation into the practical training of teachers.
2. You are cordially requested to answer the questions frankly and without reserve. Your information will be treated in the strictest confidence and will be used only for research purposes.
3. Where applicable, this questionnaire concerns only your recently completed teaching practice period.
4. How to answer the questions:
 - (a) Where a 5 point scale occurs after a question or statement, encircle the appropriate figure, e.g. 0 1 2 3 ④.
The scale indicates one of the following meanings or values:
 - 0 Not at all, none, never, nothing, negative
 - 1 To a small extent, occasionally, very little, indifferent.
 - 2 Appreciably more, better, frequently, average
 - 3 To a considerable extent, mostly, considerable, mostly positive
 - 4 To the highest degree, always, much, positive.
 - (b) In all other instances indicate the correct question or statement by making a cross over the specific figure.
 - (c) Please ignore all figures in brackets.

A. GENERAL INFORMATION

Group and
identifica=
tion number
(1-5)

1. Training Institution

Potchefstroom University	1
Pretoria University	2
Potchefstroom College of Education	3
Pretoria College of Education	4
Goudstad College of Education	5
Johannesburg College of Education	6
Johannesburg School of Arts	7
Johannesburg Teachers College for Home Economics	8
Pretoria Technical College	9

2. Type of course

(a) Degree and diploma course	0
(b) Diploma courses with speci= alization in high school subjects:	
i) Humanities (languages, etc.)	1
ii) Natural Sciences (also Mathematics)	2
iii) Commercial subjects	3
iv) Industrial arts, home economics and techni= cal subjects	4
v) Physical Education	5
vi) Art, music, drama and speech	6
(c) Diploma courses with specia= lization in primary school work:	

i)	Junior primary work	7	
ii)	Senior primary work	8	
iii)	Specialization in specific primary school subjects, e.g. art, music, etc.	9	(7)

3. Year of study

(Years repeated to be ignored).

1st	1	
2nd	2	(8)
3rd	3	
4th	4	

4. Sex

Male/Female	M	F	
	1	2	(9)

5. Passed Std. 10

a) Course

With university entrance	1	
Without university entrance	2	(10)

b) Class

First class	1	
Second class	2	(11)

B. PRACTICAL TRAINING AT YOUR TRAINING INSTITUTION

1. Demonstration lessons:

(a) i)	How often are you afforded the opportunity to listen to method lecturers' demonstration lessons with only students as an audience?	0	1	2	3	4	(12)
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- ii) Are the lessons subsequently analysed and discussed by the students and lecturer? 0 1 2 3 4 (13)
- (b) i) How often are you afforded the opportunity to listen to method lecturers' demonstration lessons with school pupils in the demonstration room? 0 1 2 3 4 (14)
- ii) Are the lessons subsequently analysed and discussed by the students and lecturer? 0 1 2 3 4 (15)
- (c) i) How often have you taught demonstration lessons in the presence of students and a lecturer during the course of your training at your institution:
- (i) Without school pupils? 0 1 2 3 4 (16)
- (ii) With school pupils? 0 1 2 3 4 (17)
- ii) Are the lessons subsequently analysed and discussed? 0 1 2 3 4 (18)

2. Training in the use or handling of teaching and study aids (apparatus).

- (a) To what extent have you become proficient in the application of all teaching and study aids (apparatus) that you will be required to use or teach the use of. 0 1 2 3 4 (19)
- (b) Will there still be an opportunity to become more proficient in the use of the apparatus with which you ought to become better acquainted?
- | | | |
|-----------|---|------|
| No | 0 | |
| Uncertain | 1 | (20) |
| Yes | 2 | |

3. Student activities:

In which of the following activities do you actively participate?

Students' Representative Council	1	
House Committee	2	
Church Societies	3	
Dramatic Society	4	
Sports activities	5	(21)
Debating Society	6	
Youth movements (Boy scouts)	7	
Hobby clubs, (chess, photography, etc.)	8	
Do not participate in any activity	9	

C. Teaching practice at schools

Note: Wherever applicable, give details concerning your most recent teaching practice period or school

1. Organization of teaching practice

a. How much teaching practice have you had?

More than	1	10	25	40	55	70	85	100	(22)
	(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)	
	(school days)								

b. Distance between school where you have had teaching practice and your domicile (home, lodgings, hostel):

- | | |
|---|---|
| i) Within walking distance | 1 |
| ii) Within easy reach by own, private or public transport | 2 |
| iii) Transport available at considerable inconvenience or at considerable expense | 3 |

- iv) Had to board and lodge near school: 4 (23)
- c. Did you have essential duties to carry out at your training institution during teaching practice?

Yes No (24)
1 2

2. Preparations at your training institution with a view to teaching practice

At your institution, are the following brought to your attention:

- a) What your institution expects from you during teaching practice, i.e. concerning aspects of organization? 0 1 2 3 4 (25)

- b) Essential information regarding the school to which you are sent, e.g. where the school is situated, transport possibilities, kind of school, etc.? 0 1 2 3 4 (26)

- c) By the lecturers who will attend your criticism lessons about their requirements concerning content of lesson, method, etc.? 0 1 2 3 4 (27)

3. Guidance at the school

To what extent were you informed by the principal or his representative concerning the following aspects:

- a) Customs and traditions of the school? 0 1 2 3 4 (28)

- b) School organization with regard to playground duties, extra-mural activities, and your part in them? 0 1 2 3 4 (29)

- c) The use, drafting and/or completion of official administrative documents such as school attendance registers, report cards, mark schedules, etc. 0 1 2 3 4 (30)
- d) Policy and methods of the school regarding matters such as system of taking down tests and examinations, discipline, class division, homework, etc. 0 1 2 3 4 (31)

4. Joining school, professional and social activities

- a) To what extent did you identify yourself with the school and its activities? 0 1 2 3 4 (32)
- b) To what extent did the staff welcome you (e.g. in the staff room)? 0 1 2 3 4 (33)
- c) Did you have the opportunity of meeting the staff informally too, e.g. at staff parties, social gatherings, etc.? 0 1 2 3 4 (34)
- d) Were you asked to join in the activities of professional societies, e.g. the T.T.A.? 0 1 2 3 4 (35)
- e) Did you have any opportunity of meeting the pupils' parents? 0 1 2 3 4 (36)
- f) Did you have the opportunity of accompanying a teacher on visits to the pupils' parents? 0 1 2 3 4 (37)

5. The co-operation and guidance of the class teacher or subject teacher in whose care you were placed

- a) To what extent did the teacher's teaching methods and approach differ from that which you have been taught at your training institution? 0 1 2 3 4 (38)
- b) To what extent did the teacher positively influence your enthusiasm for the teaching profession? 0 1 2 3 4 (39)

- c. The teacher's
- i) ability as teacher, 0 1 2 3 4 (40)
 - ii) ability as your guide and instructor 0 1 2 3 4 (41)
- d. Did you have the opportunity to discuss the following with the teacher or did he discuss the following with you:
- i) His preparation and report of work? 0 1 2 3 4 (42)
 - ii) Controlling pupils' written work? 0 1 2 3 4 (43)
 - iii) Pupils' homework: policy, control, etc.? 0 1 2 3 4 (44)
 - iv) Methods of maintaining discipline? 0 1 2 3 4 (45)
 - v) Making and completing attendance register? 0 1 2 3 4 (46)
 - vi) His particular methods and techniques (subject method)? 0 1 2 3 4 (47)
 - vii) Lessons for demonstration purposes taught in your presence? 0 1 2 3 4 (48)
 - viii) Criticism lessons you taught in his presence? 0 1 2 3 4 (49)
 - ix) Pupils' peculiarities, study problems, home circumstances, etc. with a view to a better understanding of the pupils? 0 1 2 3 4 (50)

6. Pupils' attitude to students

To what extent -

- a) were you accepted (treated) as a teacher by the pupils? 0 1 2 3 4 (51)
- b) did you enjoy working with the pupils? 0 1 2 3 4 (52)
- c) did you have any disciplinary problems? 0 1 2 3 4 (53)

7. Teaching Practice Leaders (Group Leaders)

- a) Is it customary at your institution to appoint a student as group leader? Yes No (54)
1 2
- b) If so, how many times have you served in this capacity? 0 1 2 3 4 5 times (55)
- c) If you have acted as a group leader, how much co-operation did you get from
- i) the school principal or his representative with whom you regularly came into contact on behalf of your group? 0 1 2 3 4 (56)
- ii) the student group you represented? 0 1 2 3 4 (57)

8. Criticism lessons for lecturers

- a) How regularly do students attend one another's criticism lessons in the presence of the lecturer? 0 1 2 3 4 (58)
- b) Do students participate in a discussion of one another's criticism lessons? 0 1 2 3 4 (59)
- c) How regularly are criticism lessons discussed by lecturers? 0 1 2 3 4 (60)
- d) How thoroughly are criticism lessons discussed by lecturers? 0 1 2 3 4 (61)
- e) To what extent do the lecturers' standards and requirements for a lesson differ from one another, i.e. if you present criticism lessons to more than one lecturer? 0 1 2 3 4 (62)
- f) Are you given a copy of the lecturer's written criticism? 0 1 2 3 4 (63)
- g) Indicate the constructive value criticism lessons had for you personally: 0 1 2 3 4 (64)

9. Questions to final-year students

- a) Indicate the value the following aspects of teaching practice had for you personally in your training as a teacher:

Guidance of principals	0	1	2	3	4	(65)
Guidance of teachers	0	1	2	3	4	(66)
Lessons to teachers	0	1	2	3	4	(67)
Lessons to lecturers	0	1	2	3	4	(68)
Lessons with only the pupils present	0	1	2	3	4	(69)
Lecturers' discussions of lessons	0	1	2	3	4	(70)
Teachers' discussions of lessons	0	1	2	3	4	(71)

- b) Indicate the value of the following in your training:

Lectures at your institution	0	1	2	3	4	(72)
Practical work at your institution	0	1	2	3	4	(73)
Sport activities	0	1	2	3	4	(74)
Student life in general	0	1	2	3	4	(75)
Teaching practice at the schools	0	1	2	3	4	(76)
Opportunities offered by the town or city in which you study, for your general development	0	1	2	3	4	(77)

AFDELING A : ALGEMEEN

- | | | Groep- en
identifika=
sienommer
(1-5) | | | | | | |
|--|-----|--|-----|-----|-----|-----|------|-----|
| 1. Opleidingsinrigting | | | | | | | | |
| Potchefstroomse Universiteit | 1 | | | | | | | |
| Universiteit van Pretoria | 2 | | | | | | | |
| Potchefstroomse Onderwyskollege | 3 | | | | | | | |
| Pretoriase Onderwyskollege | 4 | | | | | | | |
| Goudstadse Onderwyskollege | 5 | | (6) | | | | | |
| Johannesburgse Onderwyskollege | 6 | | | | | | | |
| Johannesburgse Kunsskool | 7 | | | | | | | |
| Johannesburgse Onderwyskollege
vir Huishoudkunde | 8 | | | | | | | |
| Pretoriase Tegniese Kollege | 9 | | | | | | | |
| 2. Getal jare ondervinding van onderwysersopleiding: | | | | | | | | |
| Minder as | 1 | 2 | 5 | 10 | 20 | 20+ | jaar | |
| | (1) | (2) | (3) | (4) | (5) | (6) | | (7) |

AFDELING B : PRAKTIESE OPLEIDING VAN STUDENTE

1. a) Hoe dikwels maak u gebruik van die volgende metodes:
- i) Demonstrasielesse deur studente aan medestudente by u inrigting, sonder skoolkinders? 0 1 2 3 4 (8)
 - ii) Demonstrasielesse deur studente aan medestudente by 'n skool (kritieklesse tydens proefonderwys uitgesluit) of met skoolkinders by u inrigting? 0 1 2 3 4 (9)
 - iii) U gee self demonstrasielesse vir studente by u inrigting, sonder skoolleerlinge? 0 1 2 3 4 (10)
 - iv) U gee self demonstrasielesse vir studente by u inrigting of by u skool, met skoolleerlinge? 0 1 2 3 4 (11)

- b) Hoe suksesvol vind u die bogenoemde vier praktyke, waar van toepassing?
- i) 0 1 2 3 4 (12)
- ii) 0 1 2 3 4 (13)
- iii) 0 1 2 3 4 (14)
- iv) 0 1 2 3 4 (15)
2. Hoedanig is die samewerking wat u tydens proefonderwys van die volgende persone ontvang?
- a) Laerskoolhoofde? 0 1 2 3 4 (16)
- b) Hoërskoolhoofde? 0 1 2 3 4 (17)
- c) Laerskoolonderwysers? 0 1 2 3 4 (18)
- d) Hoërskoolonderwysers? 0 1 2 3 4 (19)
3. Volgens watter van die volgende stelsels word u besoeke aan studente gereël:
- a) U luister elke keer (dag) na 'n nuwe groep studente? 1
- b) U luister net een keer gedurende 'n proefonderwystydperk na dieselfde student? 2
- c) U luister net na studente wat in u besondere vak of spesialisering= rigting studeer? 3 (20)
- d) U het 'n beperkte aantal studente onder u sorg en besoek hulle om die beurt om lesse aan te hoor en voordering te bespreek? 4
4. a) Kry of skep u die geleentheid vir die volgende tydens proefonderwys:
- i) Bespreking van studente(e) se lesse, vordering, probleme, ens. met die betrokke onderwyser? 0 1 2 3 4 (21)
- ii) Bespreking van kritieklesse in die studentegroep? 0 1 2 3 4 (22)

- iii) Bespreking van kritieklesse met
individuele studente? 0 1 2 3 4 (23)
- b) Hoe suksesvol vind u die bogenoemde drie
praktyke, waar van toepassing?
- i) 0 1 2 3 4 (24)
- ii) 0 1 2 3 4 (25)
- iii) 0 1 2 3 4 (26)
5. a) Nooi u die klas- of vakonderwyser om
- i) saam met u die student se kritiekles
by te woon? 0 1 2 3 4 (27)
- ii) deel te neem aan 'n bespreking van
die student se kritiekles?
0 1 2 3 4 (28)
- b) Hoe suksesvol vind u die bogenoemde twee
praktyke, waar van toepassing?
- i) 0 1 2 3 4 (29)
- ii) 0 1 2 3 4 (30)
6. Volgens watter van die volgende metodes beoordeel
u 'n kritiekles:
- a) Beoordeel die sukses van die les?
0 1 2 3 4 (31)
- b) Beoordeel die student as toekomstige
onderwyser? 0 1 2 3 4 (32)
- c) Trek punte van 100 af soos die les
vorder? 0 1 2 3 4 (33)
- d) Gee, soos die les vorder, punte vir
onderafdelings? 0 1 2 3 4 (34)
- e) Gee na afloop van 'n les, 'n globale
punt? 0 1 2 3 4 (35)
7. a) In watter mate skep u die geleentheid by
u inrigting om na afloop van 'n proef=
onderwystydperk:

- i) didaktiese probleme, na aanleiding van studente se ondervindings tydens proefonderwys, te bespreek? 0 1 2 3 4 (36)
- ii) Studente wat besonder goeie kritieklesse gegee het, dit voor studente in die klas te laat herhaal? 0 1 2 3 4 (37)
- b) Die mate van sukses van bogenoemde praktyke:
- i) 0 1 2 3 4 (38)
- ii) 0 1 2 3 4 (39)
8. a) Bepaal die waarde wat proefonderwys vir u as dosent het:
- Dit verskaf aan u die geleentheid om:
- i) u studente onder werklike skooltoestande te sien optree, 0 1 2 3 4 (40)
- ii) u studente se professionele hoedanigheid (goed en sleg) vas te stel, 0 1 2 3 4 (41)
- iii) kontak met die praktiese onderwys te behou, 0 1 2 3 4 (42)
- iv) kontak met die skole-personeel te behou. 0 1 2 3 4 (43)
- b) Regverdig die praktyk van skole besoek en lesse aanhoor deur dosente die tyd en koste daaraan verbonde? 0 1 2 3 4 (44)

9. Kommentaar

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BYLAE B. (ENG.)

QUESTIONNAIRE TO LECTURERS CONCERNED WITH
PRACTICAL TRAINING OF TEACHERS

Remarks

1. Your readiness to complete this questionnaire is sincerely appreciated.
2. This questionnaire forms part of an investigation into the practical training of teachers.
3. How to answer the questions.

- a) Where a 5 point scale occurs after a question or statement, encircle the appropriate figure, e.g.

0	1	2	3	(4)
---	---	---	---	-----

The scale indicates one of the following meanings or values:

0	Not at all, none	Never	Nothing	Negative
1	To a small extent	Occasionally	Very little	Indifferent
2	Average	Frequently	Average	Average
3	To a considerable extent	Mostly	Considerable	Mostly positive
4	To the highest degree	Always	Much	Positive

- b) In all other instances, indicate the correct question or statement by making a cross over the specific figure.
- c) Please ignore all figures in brackets.

- iii) You yourself give demonstration lessons to students at your institution without school pupils? 0 1 2 3 4 (10)
- iv) You yourself give demonstration lessons to students at your institution or school with pupils? 0 1 2 3 4 (11)
- b) How successful do you consider the four procedures mentioned above where applicable?
- i) 0 1 2 3 4 (12)
- ii) 0 1 2 3 4 (13)
- iii) 0 1 2 3 4 (14)
- iv) 0 1 2 3 4 (15)

2. Indicate the degree of co-operation you get from the following persons during teaching practice:

- a) Principals of Primary Schools? 0 1 2 3 4 (16)
- b) Principals of High Schools? 0 1 2 3 4 (17)
- c) Primary School teachers? 0 1 2 3 4 (18)
- d) High School teachers? 0 1 2 3 4 (19)

3. Which one of the following systems is followed in arranging your visits to students:

- a) Every time (day) you listen to a new group of students? 1
- b) You never listen more than once to the same student during teaching practice? 2
- c) You attend lessons of students who study your specific subject or specialization course only? 3 (20)
- d) You have a certain number of students assigned to you whom you visit in turn to listen to their lessons and to discuss their progress? 4

4. a) Do you get or make an opportunity for the following during teaching practice:
- i) Discussing the student's lessons, progress, etc. with the teacher concerned? 0 1 2 3 4 (21)
 - ii) Discussing criticism lessons with the student group? 0 1 2 3 4 (22)
 - iii) Discussing criticism lessons with individual students? 0 1 2 3 4 (23)
- b) How successful do you consider the three abovementioned procedures where applicable?
- i) 0 1 2 3 4 (24)
 - ii) 0 1 2 3 4 (25)
 - iii) 0 1 2 3 4 (26)
5. a) Do you invite the class or subject teacher to
- i) join you in listening to a student's criticism lesson ? 0 1 2 3 4 (27)
 - ii) participate in a discussion of the student's criticism lesson? 0 1 2 3 4 (28)
- b) How successful do you consider the abovementioned procedures where applicable?
- i) 0 1 2 3 4 (29)
 - ii) 0 1 2 3 4 (30)
6. Which of the following methods do you employ when judging a criticism lesson:
- a) Assessing the success of the lesson? 0 1 2 3 4 (31)
 - b) Judging the student as a prospective teacher? 0 1 2 3 4 (32)

- c) Deducting marks from 100 as the lesson proceeds? 0 1 2 3 4 (33)
- d) Allocating marks to sub-divisions as the lesson proceeds? 0 1 2 3 4 (34)
- e) Awarding a global mark at the end of the lesson? 0 1 2 3 4 (35)
7. a) To what extent do you provide an opportunity at your institution after a teaching practice period to:
- i) discuss didactic problems arising from students' experiences during teaching practice? 0 1 2 3 4 (36)
- ii) Encourage students who taught exceptionally good lessons during teaching practice to repeat the lesson in class for the benefit of their fellow-students? 0 1 2 3 4 (37)
- b) The measure of success of the above-mentioned procedures:
- i) 0 1 2 3 4 (38)
- ii) 0 1 2 3 4 (39)
8. a) Determine the value that teaching practice has for you:
- It provides you with an opportunity to:
- i) see your students conducting themselves in actual school situations? 0 1 2 3 4 (40)
- ii) determine your students' professional qualities (whether good or bad); 0 1 2 3 4 (41)
- iii) maintain contact with practical teaching; 0 1 2 3 4 (42)
- iv) maintain contact with the school staff 0 1 2 3 4 (43)

b) Does the practice of lecturers' visiting schools and listening to lessons justify the time and expenses thereby incurred?

0 1 2 3 4 (44)

9. Comments:

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BYLAE C (AFR.)

Die Goudstadse Onderwyskollege,
Cottesloe,

JOHANNESBURG

15 Januarie 1968.

DIE SKOOLHOOF.

Geagte Heer/Mejuffrou/Mevrou,

I.s. PRAKTIESE OPLEIDING VAN ONDERWYSERS.

Ondergetekende het die toestemming van die Transvaalse onderwysdepartement verkry om by wyse van die ingeslote vraelyste inligting in te win vir 'n ondersoek na sekere aspekte van die praktiese opleiding van onderwysers. Alle Transvaalse inrigtings wat onderwysers oplei, dra kennis van hierdie ondersoek.

Aangesien u skool gereeld studente vir praktiese onderwys ontvang, is ondergetekende baie begerig om u en 'n paar van u onderwysers se menings oor die verskillende aspekte soos uiteengesit in die vraelyste, te verneem. Die praktiese opleiding van onderwys-studente is verder 'n gemeenskaplike probleem van sowel skole as opleidingsinrigtings; daarom sal u menings van groot waarde wees by 'n ondersoek na hierdie belangrike onderdeel van onderwysersopleiding.

Ek sal dit gevolglik baie hoog op prys stel as u self die een vraelys aan skoolhoofde wil voltooi en as u die ander vraelyste aan 'n paar onderwysers wat ondervinding van onderwys-studente in hulle klasse het en in die saak belangstel, vir voltooiing wil oorhandig.

By voorbaat baie dankie vir u gewaardeerde samewerking en vir die terugsending van die vraelyste, waarvoor die gefrankeerde koevert ingesluit is.

Hoogagtend die uwe,

(Get.) A.M. van den Berg.

BYLAE C. (ENG.)

Goudstad College of Education
Cottesloe,

JOHANNESBURG

15th February, 1968.

THE PRINCIPAL

Dear Sir/Madam,

re: PRACTICAL TRAINING OF TEACHERS

Undersigned has been given permission by the Transvaal Education Department to gather information by means of the enclosed questionnaires with a view to an enquiry into certain aspects of the practical training of teachers. All teachers training institutions in the Transvaal have been notified of this investigation.

Seeing that students regularly come to your school for teaching practice, undersigned is particularly interested in obtaining your views and those of some of your teachers on the various aspects dealt with in the questionnaires. The practical training of teachers, moreover, presents a common problem to schools and training institutions alike, therefore your views will be of inestimable value in an inquiry of this nature.

It will be greatly appreciated if you would be so kind as to complete the questionnaire for school principals and to ask those teachers on your staff who are interested and who have had experience of training college students teaching in their classes, to complete the other questionnaires.

You are most cordially thanked for your esteemed cooperation. Would you kindly return these questionnaires after completion in the enclosed franked envelope.

Yours faithfully,

(Signed) A.M. van den Berg.

BYLAE D. (AFR.)

VRAELYS AAN SKOOLHOOFDE INSAKE DIE PRAKTIESE
OPLEIDING VAN ONDERWYSERS

Opmerkings

1. U bereidwilligheid om hierdie vraelys te beantwoord, word hoog gewaardeer.
2. Die vraelys maak 'n deel uit van 'n ondersoek na die praktiese opleiding van onderwysers. U openlike en eerlike menings sal baie bydra tot die waarde van die bevindings.
3. Beantwoording van vrae

- a) Waar 'n 5-puntskaal teenoor 'n vraag of stelling aangegee is, omkring u die toepaslike syfer, bv.

0	1	2	3	4
---	---	---	---	---

Die skaal dui een van die volgende betekenis of waardes aan:

0 Van geen belang	Glad nie	Nooit
1 Redelik onbelangrik	In 'n geringe mate	Af en toe
2 Belangrik	Heelwat, gemiddeld	Taamlik dikwels
3 Baie belangrik	In 'n hoë mate	Dikwels
4 Van die grootste belang	Heeltemal	Altyd

- b). In ander gevalle dui u die korrekte vraag of stelling met 'n kruisie oor die betrokke syfer aan.
- c) Ignoreer asseblief alle syfers tussen hakies.

AFDELING A : ALGEMEEN

- Groep en identifikasie nommer (1-5)
1. U tipe skool
- | | | |
|----------------|---|-----|
| Juniorskool | 1 | |
| Laerskool | 2 | (6) |
| Hoërskool | 3 | |
| Spesiale skool | 4 | |
2. Hoeveel jare ontvang u skool studente vir proef=onderwys?
- | | | | | | | | | |
|-----------|-----|-----|-----|-----|-----|-----|------|-----|
| Minder as | 1 | 2 | 5 | 10 | 20 | 30+ | jaar | |
| | (1) | (2) | (3) | (4) | (5) | (6) | | (7) |

AFDELING B : PRAKTIESE OPLEIDING VAN STUDENTE

- a) Evalueer asseblief die volgende moontlike redes waarom studente by u skool welkom sou wees:
- i) U verwelkom die geleentheid om met die opleiding van toekomstige onderwysers behulpsaam te wees. 0 1 2 3 4 (8)
- ii) Studente help met sportafrigting en administratiewe take sodat onderwysers meer aandag aan klaswerk kan gee. 0 1 2 3 4 (9)
- iii) Studente help met klaswerk sodat onderwysers meer aandag aan administratiewe en sportaangeleenthede kan gee. 0 1 2 3 4 (10)
- iv) Studente is op hoogte met die jongste onderwysontwikkelings en vakmetodieke. 0 1 2 3 4 (11)
- b) Evalueer asseblief die volgende moontlike redes waarom studente nie by u skool welkom sou wees nie:
- i) Studente ontwrig die skoolorganisasies. 0 1 2 3 4 (12)

- ii) Studente strem leerlinge se vordering
0 1 2 3 4 (13)
- iii) Studente ontwrig die onderwysers se
klaswerk. 0 1 2 3 4 (14)
- iv) Studente pas nie by die skoolsamle=
wing in nie. 0 1 2 3 4 (15)
- v) Studente is ongedissiplineerd.
0 1 2 3 4 (16)
- vi) Onderwysersopleiding is nie die taak
van die skole nie. 0 1 2 3 4 (17)

2. Watter tye (kwartale) van die jaar pas u skool die beste vir proefonderwys? (Gee ook u redes).

- Eerste kwartaal 1
- Tweede kwartaal 2
- Derde kwartaal 3 (18)
- Vierde kwartaal 4

3. In watter tye (kwartale) van die jaar is dit vir u skool ongerieflik om studente te ontvang? (Gee ook u redes).

- Eerste kwartaal 1
- Tweede kwartaal 2 (19)
- Derde kwartaal 3
- Vierde kwartaal 4

4. Proefonderwysorganisasie

Wat is u beleid ten opsigte van die volgende?

- a) U spreek self die studente toe en lig hulle in t.o.v. u skoolorganisasie en hulle verantwoordelikhede. 0 1 2 3 4 (20)
- b) U behartig self alle aspekte van proefonderwysorganisasie. 0 1 2 3 4 (21)
- c) 'n Vise-noof of 'n ander lid van die persoonel behartig die proefonderwysorganisasie. 0 1 2 3 4 (22)

- d) Proefonderwys word volgens 'n vaste plan gereël waarby u, die vise-hoofde en die personeel betrek is. 0 1 2 3 4 (23)
- e) Studente woon as 'n groep lesse van u bekwame onderwysers by. 0 1 2 3 4 (24)
- f) Studente verwissel in die loop van die proef= onderwystydperk van klasse om op die wyse ondervinding van swakker en beter klasse op te doen. 0 1 2 3 4 (25)
- g) Studente woon personeelvergaderings by. 0 1 2 3 4 (26)
- h) Afstuderende studente kry die geleentheid om vir 'n tydperk van 'n week of langer 'n onderwyser se volle program oor te neem alhoewel onder toesig en beheer van die onderwyser. 0 1 2 3 4 (27)

5. Vertroulike verslae oor studente

- a) Verlang die opleidingsinrigting dat u 'n verslagvorm oor studente moet voltooi?
- | | | |
|----|-----|------|
| Ja | Nee | |
| 1 | 2 | (28) |
- b) Indien ja, wie lewer die verslag:
- | | | |
|---|---|------|
| i) U, na bespreking met die betrokke onderwyser(s)? | 1 | |
| ii) U, na bespreking met die volle personeel? | 2 | |
| iii) U, alleen? | 3 | (29) |
| iv) 'n Personeellid alleen? | 4 | |
| v) 'n Personeellid onder u kontrole? | 5 | |
- c) Is dit vir u of u personeel moontlik om na 'n proefonderwystydperk goed verslag oor studente te lewer?
- | | | |
|----|-----|------|
| Ja | Nee | |
| 1 | 2 | (30) |

- e) Indien u 'n voorstander van bv. 'n hele kwartaal proefonderwys is, watter kwartaal en om watter redes kies u die besondere kwartaal?

Eerste kwartaal	1	
Tweede kwartaal	2	
Derde kwartaal	3	(38)
Vierde kwartaal	4	

- f. Wat is u standpunt oor minder proefonderwys gedurende die student se opleiding, maar dan 'n lang tydperk (bv. 'n jaar) praktiese onderwys as deel en aan die einde van die student se opleiding?

Ja ...*	1	
Nee	2	(39)

Kommentaar

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BYLAE D. (ENG.)

QUESTIONNAIRE TO SCHOOL PRINCIPALS CONCERNING
THE PRACTICAL TRAINING OF TEACHERS

Remarks

1. Your readiness to complete this questionnaire is sincerely appreciated.
2. This questionnaire forms part of an investigation into the practical training of teachers. Your frank and honest opinions will contribute considerably to the significance of our findings.
3. How to answer the questions

- a) Where a 5 point scale occurs after a question or statement, encircle the appropriate figure, e.g. 0 1 2 3 4

The scale indicates one of the following meanings or values:

0	Of no importance	Not at all	Never
1	Fairly unimportant	To a small extent	Occasionally
2	Important	Considerable	Frequently
3	Very important	To a considerable extent	Mostly
4	Of the greatest importance	To the greatest extent	Always

- b) In all other instances indicate the correct question or statement by marking a cross over the specific figure.
- c) Please ignore all figures in brackets.

A. GENERAL INFORMATION

Group and
identification
number (1-5)

1. Your type of school

Junior school	1							
Primary school	2							(6)
High school	3							
Special school	4							

2. For how many years have students come to your school for teaching practice?

Less than	1	2	5	10	20	30	30+ years	
	(1)	(2)	(3)	(4)	(5)	(6)	(7)	(7)

B. PRACTICAL TRAINING OF STUDENTS

1. a) Please assess the following possible reasons why students would be welcome at your school:

i) You welcome the opportunity to assist with the training of prospective teachers.
0 1 2 3 4 (8)

ii) Students assist with coaching in sport and with administrative tasks thus enabling teachers to devote more attention to class work.
0 1 2 3 4 (9)

iii) Students assist with class work thus enabling teachers to devote more attention to administrative duties and sport.
0 1 2 3 4 (10)

iv) Students are acquainted with the latest developments in education and teaching methods.
0 1 2 3 4 (11)

b. Please assess the following possible reasons why students would not be welcome at your school:

- i) Students disrupt the organization of the school. 0 1 2 3 4 (12)
- ii) Students adversely affect pupils' progress. 0 1 2 3 4 (13)
- iii) Students adversely affect the teachers' class work. 0 1 2 3 4 (14)
- iv) Students do not fit into the school community. 0 1 2 3 4 (15)
- v) Students are undisciplined. 0 1 2 3 4 (16)
- vi) Schools should not be burdened with teacher training. 0 1 2 3 4 (17)

2. Which terms of the year are most suitable for your school for teaching practice? (Give reasons).

First term.....1

Second term 2 (18)

Third term 3

Fourth term 4

3. Which terms of the year are inconvenient for your school to receive students? (Give reasons).

First term 1

Second term 2

Third term 3 (19)

Fourth term 4

4. Organization of teaching practice

What is your policy in regard to the following?

- a) You talk to the students personally and inform them about such matters as the organization of your school and their responsibilities. 0 1 2 3 4 (20)

- b) You deal personally with all aspects of the teaching practice organization. 0 1 2 3 4 (21)
- c) A vice-principal or another teacher deals with teaching practice organization. 0 1 2 3 4 (22)
- d) Teaching practice is organized according to a definite system which involves you, the vice-principal and staff. 0 1 2 3 4 (23)
- e) Students as a group attend lessons of your best teachers. 0 1 2 3 4 (24)
- f) Students change classes in the course of the teaching period in order to gain experience of weak and good classes. 0 1 2 3 4 (25)
- g) Students attend staff meetings. 0 1 2 3 4 (26)
- h) Final-year students are given the opportunity to take over all the classes of a teacher for a week or more, though under the supervision of the teacher. 0 1 2 3 4 (27)

5. Confidential reports on students

- a) Does the training institution require you to complete a report on students?
- | | | | |
|--|-----|----|------|
| | Yes | No | |
| | 1 | 2 | (28) |
- b) If so, who completes the report:
- i) You, after discussions with teacher(s) concerned? 1
- ii) You, after discussions with the entire staff? 2
- iii) You on your own? 3 (29)
- iv) A teacher only? 4
- v) A teacher under your supervision 5

- c) Is it possible for you or your staff to report satisfactorily on students after a teaching practice period?

Yes No (30)
1 2

6. Contact with training institutions

- a) Are you constantly in touch with the training institution that sends students to your school for teaching practice?

Yes No (31)
5 6

- b) Do you have close contact with and are you regularly in touch with lecturers of training institution?

0 1 2 3 4 (32)

- c) Do you consider it necessary that lecturers should visit the students at your school?

Yes No (33)
1 2

7. What is your opinion of the following matters

- a) Do you consider it the task of the school to be co-responsible for the practical training of the prospective teacher or should schools only put their facilities at the disposal of training institutions?

1 (34)

- b) Is there time for you or a teacher representing you to devote sufficient attention to all aspects of teaching practice?

0 1 2 3 4 (35)

- c) Do you think it is necessary and that students would benefit by it if a member of your staff were partially relieved of his duties during teaching practice to plan and co-ordinate the students' training at the school?

Yes No (36)
3 4

d) What is your opinion of a longer and uninterrupted period of teaching practice, e.g. an entire term? (Give reasons).

Yes 1
No 2 (37)

e) If you are in favour of for instance an entire term of teaching practice, which term would you suggest and what are your reasons for selecting that specific term?

First term 1
Second term 2
Third term 3 (38)
Fourth term 4

f) What is your opinion of less teaching practice during the student's training, but preferably a longer period (e.g. a year) as part of and at the end of the student's training?

Yes No (39)
1 2

Comments:

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AFDELING A : ALGEMEEN

Groep- en iden-
tifikasienommer
(1-5)

1. U tipe skool

Juniorskool	1	
Laerskool	2	
Hoërskool	3	(6)
Spesiale skool	4	

2. a) U jare onderwyservaring:

Minder as:	1	2	5	10	20	30	30+ jaar	
	(1)	(2)	(3)	(4)	(5)	(6)	(7)	(7)

b) U jare ondervinding van proefonderwysstudente in u klas:

Minder as:	1	2	5	10	20	30	30+ jaar	
	(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)

AFDELING B : PRAKTIESE OPLEIDING VAN STUDENTE

1. Is 'n tydperk van proefonderwys vir u:

- a) 'n Interessante afwisseling van die gewone roetine? 0 1 2 3 4 (9)
- b) 'n Geleentheid om toekomstige onderwysers te help vorm en oplei? 0 1 2 3 4 (10)
- c) 'n Geleentheid om studente van u eie vaardighede en ondervinding te laat leer? 0 1 2 3 4 (11)
- d) 'n Lastige onderbreking? 0 1 2 3 4 (12)
- e) 'n Nagmerrie? 0 1 2 3 4 (13)

2. Bepanning en verloop van die proefonderwystydperk in die klaskamer

Bepaal u bydrae ten opsigte van die volgende aspekte:

- a) U beplan die proefonderwysprogram en die student werk daarvolgens. 0 1 2 3 4 (14)
- b) U laat u lei deur die student se versoekte en behoeftes. 0 1 2 3 4 (15)
- c) U help die student met die voorbereiding van die lesse wat hy voor u moet gee. 0 1 2 3 4 (16)
- d) U help die student met die voorbereiding van kritieklesse wat hy voor 'n dosent moet gee. 0 1 2 3 4 (17)
- e) Lesse wat die student voor u gee, word vooraf met die student bespreek. 0 1 2 3 4 (18)
- f) Lesse wat die student voor 'n dosent gee word deur u vooraf met die student bespreek. 0 1 2 3 4 (19)
- g) Lesse wat die student voor u gee, word na afloop van die les met die student bespreek. 0 1 2 3 4 (20)
- h) U woon studente se kritieklesse voor dosente by. 0 1 2 3 4 (21)
- i) U neem deel aan die bespreking na afloop van studente se kritieklesse voor dosente. 0 1 2 3 4 (22)
- j) U bespreek leerlinge se probleme, eien-aardighede, agtergrond met studente as geleenthede hulle voordoen. 0 1 2 3 4 (23)
- k) U gee afstuderende studente die geleentheid om vir 'n tydperk onder u toesig voltyds skool te hou. 0 1 2 3 4 (24)

3. Inligting oor Studente

- a) Verskaf die opleidingsinrigting voldoende inligting oor studente ten opsigte van hulle soort opleiding, bekwaamhede, gebreke, ens.? 0 1 2 3 4 (25)
- b) Ag u dit noodsaaklik om sodanige inligting oor studente te ontvang?

Ja Nee (26)
1 2

4. Gehalte en moontlikhede van studente

Rapporteer asseblief oor die student(e) wat tydens die jongste proefonderwystydperk onder u sorg was:

- a) Belangstelling in die onderwys as beroep. 0 1 2 3 4 (27)
- b) Belangstelling in alle fasette van die klaswerk. 0 1 2 3 4 (28)
- c) Belangstelling in kinders (die leerlinge) 0 1 2 3 4 (29)
- d) Vordering getoon tydens proefonderwys. 0 1 2 3 4 (30)
- e) Moontlikhede as onderwyser. 0 1 2 3 4 (31)

5. Samewerking met dosent

- a) Hoe dikwels kry u die geleentheid om studente wat onder u sorg geplaas word, se vordering, probleme, ens. met besoekende dosente te bespreek? 0 1 2 3 4 (32)
- b) Hoe dikwels kry u die geleentheid om nuwe opvoedkundige metodes, vakmetodieke, ens. met besoekende dosente te bespreek? 0 1 2 3 4 (33)
- c) Hoe dikwels bemerk u verskille tussen u vakmetodieke en die wat studente by hulle vakmetodiekdosente leer? 0 1 2 3 4 (34)
- d) Beskou u die besoekende dosente as vakdeskundiges? 0 1 2 3 4 (35)

Kommentaar

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BYLAE E. (ENG.)

QUESTIONNAIRE TO TEACHERS CONCERNED WITH
TEACHING PRACTICE

Remarks

1. This questionnaire forms part of an investigation into the practical training of teachers.
Your frank and honest opinions will contribute considerably to the significance of our findings.
2. Your information will be treated in the strictest confidence and will be used only for research purposes.
3. Your readiness to complete this questionnaire is sincerely appreciated.

4. How to answer the questions

- a) Where a 5 point scale occurs after a question or statement, encircle the appropriate figure, e.g.

0 1 2 3 ④

The scale indicates one of the following meanings or values:

0	No	Of no importance	Never	Nothing
1	Unsatisfac= tory	Fairly unimportant	Occasion= nally	Very little
2	Fair	Important	Frequently	Average
3	Satisfac= tory	Very important	Mostly	Conside= rable
4	Yes, deci= dedly	Of the greatest importance	Always	Very con= siderable

- b) In all other instances indicate the correct question or statement by making a cross over the specific figures.
- c) Please ignore all figures in brackets

A. GENERAL INFORMATION

Group identification number (1-5)

1. Your type of school

Junior school	1	
Primary school	2	
High school	3	(6)
Special school	4	

2. a) Years of teaching experience:

Less than	1	2	5	10	20	30	30+ years	
	(1)	(2)	(3)	(4)	(5)	(6)	(7)	(7)

b) Years experience with students in your class:

Less than	1	2	5	10	20	30	30+ years	
	(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)

B. PRACTICAL TRAINING OF STUDENTS

1. Does a period of teaching practice mean to you:

- a) an interesting diversion from everyday routine? 0 1 2 3 4 (9)
- b) an opportunity to assist in the guidance and training of prospective teachers? 0 1 2 3 4 (10)
- c) an opportunity for students to learn from your skill and experience? 0 1 2 3 4 (11)
- d) a tiresome interruption? 0 1 2 3 4 (12)
- e) a nightmare? 0 1 2 3 4 (13)

2. Planning and course of the teaching practice period in the classroom

Determine your contribution towards the following aspects:

- a) You devise the teaching practice programme and the students work in accordance with it. 0 1 2 3 4 (14)
- b) You are guided by the student's requests and requirements. 0 1 2 3 4 (15)
- c) You assist the student in his preparation for the lessons he has to teach in your presence. 0 1 2 3 4 (16)
- d) You assist the student in his preparation for criticism lessons taught in the presence of a lecturer. 0 1 2 3 4 (17)
- e) You discuss with the student the lessons he has to teach in your presence. 0 1 2 3 4 (18)
- f) You discuss with the student beforehand the lessons he has to teach in the presence of a lecturer. 0 1 2 3 4 (19)
- g) Lessons taught in your presence are discussed with the student after he has taught them. 0 1 2 3 4 (20)
- h) You attend the student's criticism lessons for a lecturer. 0 1 2 3 4 (21)
- i) You participate in the discussion following the students' criticism lessons for lecturers. 0 1 2 3 4 (22)
- j) You discuss with students the problems, peculiarities and background of pupils whenever the occasion arises. 0 1 2 3 4 (23)
- k) You give final-year students the opportunity to teach full-time occasionally, under your supervision. 0 1 2 3 4 (24)

3. Information about students

- a) Does the training institution supply sufficient information regarding students' kind of training, their abilities, defects, etc.? 0 1 2 3 4 (25)
- b) Do you find it necessary to receive such additional information about students? 0 1 2 3 4 (26)

Yes No (26)
1 2

4. Quality and possibilities of students

Kindly report on the student(s) who were in your care during the last teaching practice period:

- a) Interest in teaching as a profession 0 1 2 3 4 (27)
- b) Interest in all facets of class work. 0 1 2 3 4 (28)
- c) Interest in children (the pupils). 0 1 2 3 4 (29)
- d) Progress made during teaching practice. 0 1 2 3 4 (30)
- e) Possibilities as a teacher. 0 1 2 3 4 (31)

5. Co-operation with lecturer

- a) How often do you get the opportunity to discuss the progress, problems, etc. of students placed in your care with visiting lecturers? 0 1 2 3 4 (32)
- b) How often do you get the opportunity to discuss new pedagogic methods, teaching methods, etc. with visiting lecturers? 0 1 2 3 4 (33)
- c) How often do you notice differences between your teaching methods and those the students learnt from their subject lecturers? 0 1 2 3 4 (34)
- d) Do you regard visiting lecturers as authorities on their subjects? 0 1 2 3 4 (35)

COMMENTS:

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ABSTRACT

PRACTICAL TRAINING OF TEACHERS IN THE TRANSVAAL. A HISTORICAL AND EMPIRICAL RESEARCH

1. Research into developments in the practical training of teachers in South Africa, especially in the Transvaal, revealed many shortcomings in the initial form of teacher training, viz. the pupil-teacher system.

From inception, the first Transvaal colleges of education attempted to establish demonstration schools on or off campus. These attempts proved unsuccessful and were finally abandoned in the late 1930's. Since then a system of combined practical training in the training institutions and in teaching practice schools became general.

2. Empirical research into the practical training of teachers in the Transvaal was carried out by means of questionnaires to students and lecturers of training institutions and to principals and teachers of teaching practice schools.

a. The main research findings on training at the training institutions are:

(1) Demonstration lessons by students and lecturers using school pupils are rarely attempted, probably because of inadequate facilities.

(2) Students' training in the employment and techniques of teaching aids was found inadequate.

(3) A considerable percentage of students do not actively participate in common students' activities. Training in leadership is indirect through participation in students' societies and other activities. The conclusion is that students receive inadequate training for their comprehensive task as teachers.

(4) Few institutions provide even limited facilities for scientifically planned child study and child guidance.

b. Practical training during teaching practice reveals the following main shortcomings:

(1) Although most principals and teachers accept co-responsibility for the training of teachers, they lack sufficient time to devote to students.

(2) The differing standards and requirements demanded in criticism lessons by individual lecturers, cause confusion and frustration amongst students.

(3) A marked difference in the subject and method approach between lecturers and teachers was found.

(4) Poor liaison and co-operation between lecturers and teachers in that they seldom act as a team in the training of students, constitutes a great weakness in the present training system at teaching practice schools.

(5) The study reveals that although at many schools students find teaching practice a rewarding and stimulating experience, at other schools little guidance or assistance is given.

Finally, the study underlines the necessity in the practical training of teachers for a combined lecturer, principal, teacher team approach.