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APPENDICES

- APPENDIX A - QUESTIONNAIRE FOR PRACTITIONERS AND**
- APPENDIX B - QUESTIONNAIRE FOR MANAGERS**
- APPENDIX C- ACKNOWLEDGEMENT OF EDITING**
- APPENDIX D - PERMISSION TO CONDUCT RESEARCH – HEAD OFFICE**
- APPENDIX E - PERMISSION TO CONDUCT RESEARCH – SEDIBENG EAST DISTRICT**
- APPENDIX F - PERMISSION TO CONDUCT RESEARCH – SEDIBENG WEST DISTRICT**

A QUESTIONNAIRE FOR GRADE R PRACTITIONERS ON TEACHING AND MANAGEMENT OF GRADE R SITES

SECTION A: BIOGRAPHICAL INFORMATION

Please indicate the following:

1.	Your gender	Female		Male	
2.	Your age	21 – 30 yrs	31–40 yrs	41–50 yrs	+ 50 yrs
3.	Your highest academic qualification	Below Matric	Matric	Junior degree	Senior degree
4.	Your highest professional qualification	None	ECD Level 1-3	ECD Level 4-5	Diploma

SECTION B: RESULTS ON EFFECTIVE MANAGEMENT FOR GRADE R SITES BY PRACTITIONERS

BI Process model

Variables	Strongly agree	Agree	Neutral / not sure	Disagree	Strongly disagree
5. Managers support the Grade R practitioner with their teaching and learning issues					
6. There is an open communication between managers and practitioners.					
7. The Grade R practitioner participates in decision making concerning Grade R issues.					
8. The Grade R practitioners are able					

	to use different tools to assess achievements.					
9	Practitioner can conduct learner assessment continuously in Grade R.					
10	Practitioners are engaged in diagnostic assessment to identify learning barriers for learners.					
11.	Practitioners are trained to use learner-centred teaching approach in the Grade R.					

B2 Attainment of goals

	Variables	Strongly agree	Agree	Neutral / not sure	Disagree	Strongly disagree
12.	There are clear goals in the assessment of learners in Grade R					
13.	Practitioners achieve the goals specified					
14.	Goals are measurable					
15.	Grade R has attainable goals					
16.	Grade R class has time-framed goals					
17.	HODs monitor the process					
18.	Practitioners can approach HODs for assistance					
19.	Learner achievements in Grade R					

	are high					
20.	Attendance rate of learners on Grade R is high					
21.	Learner drop-out rate is high					

B3. The resources used for effective management of Grade R

	Variables	Strongly agree	Agree	Neutral / not sure	Disagree	Strongly disagree
22.	Learners' parents are supportive towards their children's school work and activities					
23.	The school management motivates parents to be involved in their children's education					
24.	Classrooms are furnished appropriately					
25.	There is out-door equipment on the site					
26.	Out-door equipment is safe and secured for learners					
27.	There are enough resources to support learners with learning barriers					
28.	Running water is easily accessible at the site					
29.	You have resources to support learners with learning barriers					
30.	The sites have flush toilets for the					

	use of Grade R learners					
31.	Teacher/learner ratio is according to policy (Circular 28/2005) on the site					

B4. How Grade R site meets organisational requirements

	Variables	Strongly agree	Agree	Neutral / not sure	Disagree	Strongly disagree
32.	Grade R sites provide quality service to learners					
33.	Grade R resources are sufficient to provide quality service continually					
34.	Grade R site is negatively affected by community/social factors against attainment of educational goals					
35.	Learner achievement is high as a result of high status of the community in which they are					
3	Learners struggle to achieve as a result of the low status of the community in which they are					
37.	Practitioners experience problems, and difficulties in providing quality education					
38.	Practitioners are familiar with the criteria expected for quality education at your site					
39.	Sites encounter obstacles to basic functionality					
40.	Site is not yet ready to pursue excellent quality since it is still					

	struggling to achieve basic functionality					
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B6. Maintaining legitimacy of the Grade R in the community

	Variables	Strongly agree	Agree	Neutral / not sure	Disagree	Strongly disagree
41.	Grade R site is accepted and supported by the community					
42.	Grade R site offers programmes which conform to the ethical and moral of the community					
43.	Grade R has a good image.					
44.	Grade R site has good marketing strategies					
45.	Grade R site is accountable to the community					

B7. Satisfaction

	Variables	Strongly agree	Agree	Neutral / not sure	Disagree	Strongly disagree
46.	You find satisfaction in teaching Grade R learners					
47.	You satisfy the expectations of the parents and school management					
48.	You are satisfied with the way in which you are supported by your HOD					

BIOGRAPHICAL DATA OF SBS AND CBS MANAGERS

SECTION A: BIOGRAPHICAL INFORMATION

Please indicate the following:

1.	Your gender				Female		Male	
2.	Your age	21 – 30 yrs	31–40 yrs	41–50 yrs	+ 50 yrs			
3.	Your highest academic qualification	Below Matric	Matric	Junior degree	Senior degree			
4.	Your highest professional qualification	Certificate	Teacher's Diploma	Professional Degree	Senior Professional Degree			
5.	Position	Principal	HOD					

SECTION B: RESULTS ON EFFECTIVE MANAGEMENT FOR GRADE R SITES SBS AND CBS MANAGERS

B1. Processes affecting Grade R

	Variables	Strongly agree	Agree	Neutral/ not sure	Disagree	Strongly agree	Strongly agree
6.	Managers support the Grade R practitioner with their teaching and learning issues						
7.	There is an open communication between Grade R practitioners and managers.						
8.	The Grade R practitioner participates in decision making						

	concerning Grade R issues.						
9.	The Grade R practitioners are able to use different tools to assess achievements.						
10.	There is continuously assessment of learners in Grade R.						
11.	Practitioners are able to identify learners with learning barriers.						
12.	Managers were trained to manage a Grade R site.						

B2. Attainment of Goals by managers

	Variables	Strongly agree	Agree	Neutral/ not sure	Disagree	Strongly agree
13.	There are clear goals in the assessment of learners in Grade R					
14.	Managers are familiar with then goals that the Grade R class should achieve					
15.	Managers usually plan together with then Grade R practitioners					
16.	HOD monitors the progress of the practitioner in attaining the goals					
17.	Managers provide assistance if the practitioner encounter problem					
18.	Learners' achievements in Grade R are high because of the support managers provide					
19.	Learners' achievements in Grade R					

	are high because the practitioner is competent					
20.	Learners' achievements in Grade R are low					
21.	Attendance rate of learners in the Grade R is monitored					
22.	There are measures in place to assist learners who do not attend regularly					

B3. The sources used for effective management on Grade R

	Variables	Strongly agree	Agree	Neutral/ not sure	Disagree	Strongly agree
23.	Managers ensures that Grade R learners are part of the school nutrition programme					
24.	Management motivates parents to be involved in their children's education					
25.	Managers ensure that classrooms have appropriate furniture					
26.	There is a budget for the out-door equipment for learners.					
27.	The mangers ensures that the out-door equipment is secured and safe for learners.					
28.	Managers provide the Grade					

	R site with enough resources to support learners with learning barriers.					
29.	Running water is easily accessible at the site.					
30.	Grade R learners have flushable toilets.					

B4. How the Grade R site meets organisational requirements

	Variables	Strongly agree	Agree	Neutral/ not sure	Disagree	Strongly agree
31.	Grade R site provide quality service to learners.					
32.	Resources are sufficient to provide quality service continually					
33.	The Grade R is negatively affected by community social factors against attainment of educational goals.					
34.	Learner achievement is high as a result of the low status of the community in which they are.					
35.	Learners struggle to achieve as a result of the community in which they are.					

B5. Problems in the Grade R site

	Variables	Strongly agree	Agree	Neutral/ not sure	Disagree	Strongly agree
36.	Managers experience problems and difficulties in managing the Grade R site					
37.	Managers are familiar with the criteria expected for quality education at the Grade R sites					
38.	The site encounters obstacles to basic functionality.					
39.	The site is not yet ready to pursue excellent quality since it is still struggling to achieve basic functionality.					

B6. Maintaining legitimacy of the Grade R site in the community

	Variables	Strongly agree	Agree	Neutral/ not sure	Disagree	Strongly agree
30.	Managers maintain legitimacy of Grade R site in					

	the community					
41.	Grade R site offers programmes which conform to the ethical and moral norms of the community					
42.	Grade R site has good image					
43.	Grade R site has good marketing strategies.					
44.	The Grade R site is accountable to the community					

B7. Satisfaction

	Variables	Strongly agree	Agree	Neutral/ not sure	Disagree	Strongly agree
45.	Grade R sites satisfy the expectations of the parents and school management					
46.	Managers are satisfied with the way in which the Grade R site is managed					
47.	Grade R site practitioner is satisfied with the way in which you support him/her					



NORTH-WEST UNIVERSITY
YUNIBESITHI YA BOKONE-BOPHIRIMA
NOORDWES-UNIVERSITEIT
MAFIKENG CAMPUS

Private Bag X2046, Mmabatho
South Africa, 2735

Tel: (018) 389-2470
Fax: (018) 392-5775
Web: <http://www.nwu.ac.za>
Email: Maureen.Ledibane@nwu.ac.za

MEMORANDUM

To: The Supervisor

From:

NAME: M.M. Ledibane

Department: English

Date: 03.05.2010

Re: Acknowledgement of Editing

I, Maureen Matlakala Ledibane, hereby certify that I have edited a dissertation with the title "Effective Management of Grade R Sites to Ensure Quality Foundational Education in Sedibeng Districts", submitted in fulfilment for the requirements of the Degree of Masters of Education in Educational Management in the School of Education at the North West University, Vaal Campus, by N.A. Matlhare, student number 10695087.

M.M. Ledibane

Date: 03/05/2010

BA U.E.D (University of Limpopo, Turfloop), MA TESOL (University of Northern Iowa, USA)

Lecturer : Department of English

North-West University, Mafikeng Campus



UMnyango WezeMfundo
Department of Education

Lefapha la Thuto
Departement van Onderwys

Enquiries: Nomvula Ubisi (011)3550488

Date:	13 October 2009
Name of Researcher:	Matlhare Ntombizodwa Agnes
Address of Researcher:	3 Blyderivierstraat
	SE 4
	Vanderbijlpark
Telephone Number:	0169321571/0768511618
Fax Number:	0865880430
Research Topic:	Effective management of Grade R sites to ensure quality foundational education
Number and type of schools:	156 Primary Schools and 30 ECD Sites
District/s/HO	Sedibeng East and west

Re: Approval in Respect of Request to Conduct Research

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

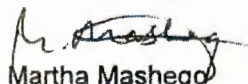
Permission has been granted to proceed with the above study subject to the conditions listed below being met, and may be withdrawn should any of these conditions be flouted:

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

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

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

Kind regards



Martha Mashego
ACTING DIRECTOR: KNOWLEDGE MANAGEMENT & RESEARCH

The contents of this letter has been read and understood by the researcher.	
Signature of Researcher:	
Date:	



UMnyango WezeMfundo
Department of Education

Lefapha la Thuto
Departement van Onderwys

Enquiries : Shadrack Phele [MIRMSA]
Tel. no. : +27 11 355 0285

Thursday, September 17, 2009

Ms. Ntombizodwa Agnes Matlhare
PO Box 857
VEREENIGING
1930

Dear Ms. Ntombizodwa Agnes Matlhare

PERMISSION TO CONDUCT RESEARCH: PROJECT

The Gauteng Department of Education hereby grants permission to conduct research in its institutions as per application.

Topic of research : "Effective Management for Grade R in ensuring quality Foundational Education in Sedibeng Districts".
Nature of research : M.Ed. [Educational Management]
Name of institution : North West University
Supervisor/Promoter : Dr. Siphokazi Kwatubana

Upon completion of the research project the researcher is obliged to furnish the Department with a copy of the research report (electronic or hard copy).

The Department wishes you success in your academic pursuit.

Yours in Tirisano,

p.p. Shadrack Phele [MIRMSA]

Ms Mmapula Kekana
Chief Director: Information Systems and Knowledge Management
Gauteng Department of Education



OFFICE OF THE CHIEF DIRECTOR
INFORMATION & KNOWLEDGE MANAGEMENT

Room 1501, 111 Commissioner Street, Johannesburg, 2001 P.O.Box 7710, Johannesburg, 2000
Tel: (011) 3550809 Fax: (011) 0248 E-mail: mmapulak@gpq.gov.za or elridar@gpq.gov.za