

APPENDIX A

GAUTENG SECONDARY SCHOOLS

RESEARCH PROJECT: MANAGING TRANSFORMATION IN GAUTENG SECONDARY SCHOOLS

1. AIMS OF THE RESEARCH

- 1.1 To determine the environment within which educational managers have to function;
- 1.2 To establish the educational manager's readiness to effect changes and thus transform their schools;
- 1.3 To encourage the educational manager to redirect focus on building relationships among all participants in the institution;
- 1.4 To increase the competence levels of educational managers and encourage teamwork and individual development within the organisation.

2. PARTICIPATION IN THE PROJECT

Your participation in this research project is essential in realising its aims. Your honesty in replying to this questionnaire yourself will assist in determining the extent of the transformation in the management of our schools.

3. CONFIDENTIALITY

The information you provide will be treated with the strictest confidentiality. Your name and the name of your school will not appear on the questionnaire.

4. INSTRUCTIONS: HOW TO COMPLETE THE QUESTIONNAIRE

- 4.1 Read the questions carefully before you attempt to answer.
- 4.2 Answer all the questions to the best of your ability.
- 4.3 Select the answer that best suits your circumstances.
- 4.4 Make a cross to your selected answer.

e.g. Your gender is: ● Male 1.

 ● Female 2.

NB. Information gathered by means of this questionnaire will be utilised by the Researcher for Ph.D. degree purposes at the Faculty of Education; Department of Educational Management.

THANK YOU FOR YOUR COOPERATION.

APPENDIX B

EMPIRICAL INVESTIGATION

SECTION A

DEMOGRAPHIC INFORMATION	For office use only												
<p>1. Where is your school located?</p> <table border="1"> <tr> <td>Urban (city)</td> <td>1</td> </tr> <tr> <td>Urban (township)</td> <td>2</td> </tr> <tr> <td>Semi-urban</td> <td>3</td> </tr> </table>	Urban (city)	1	Urban (township)	2	Semi-urban	3	<p>Card No. V1 <input type="text"/> 1</p> <p>No. of questionnaire V2 <input type="text"/> <input type="text"/> <input type="text"/> 2-4</p> <p>V3 <input type="text"/> 5</p>						
Urban (city)	1												
Urban (township)	2												
Semi-urban	3												
<p>2. What is the size of your school?</p> <table border="1"> <tr> <td>400 – 500 learners</td> <td>1</td> </tr> <tr> <td>501 – 600 learners</td> <td>2</td> </tr> <tr> <td>601 – 700 learners</td> <td>3</td> </tr> <tr> <td>701 – 800 learners</td> <td>4</td> </tr> <tr> <td>801 – 900 learners</td> <td>5</td> </tr> <tr> <td>900 – 1 000 and over</td> <td>6</td> </tr> </table>	400 – 500 learners	1	501 – 600 learners	2	601 – 700 learners	3	701 – 800 learners	4	801 – 900 learners	5	900 – 1 000 and over	6	<p>V4 <input type="text"/> 6</p>
400 – 500 learners	1												
501 – 600 learners	2												
601 – 700 learners	3												
701 – 800 learners	4												
801 – 900 learners	5												
900 – 1 000 and over	6												
<p>3. How many educators are on your staff?</p> <p>_____</p>	<p>V5 <input type="text"/> <input type="text"/> 7-8</p>												
<p>4. How many educators on your staff are permanently employed?</p>	<p>V6 <input type="text"/> <input type="text"/> 9-10</p>												

DEMOGRAPHIC INFORMATION	For office use only						
<p>5. How many educators on your staff are temporarily employed?</p> <p>_____</p>	<p>V7 <input type="text"/> <input type="text"/> 11-12</p>						
<p>6. How many Deputy Principals are on your staff?</p> <table border="1" style="width: 100%;"> <tr> <td>One</td> <td style="text-align: center;">1</td> </tr> <tr> <td>Two</td> <td style="text-align: center;">2</td> </tr> <tr> <td>None</td> <td style="text-align: center;">3</td> </tr> </table>	One	1	Two	2	None	3	<p>V8 <input type="text"/> 13</p>
One	1						
Two	2						
None	3						
<p>7. What is the average number of learners per class?</p> <p>_____</p>	<p>V9 <input type="text"/> <input type="text"/> 14-15</p>						

SECTION B

CLASSROOM MANAGEMENT	For office use only															
<p>1. Does your school have</p> <table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 80%;">Prefects</td> <td style="width: 20%; text-align: center;">1</td> </tr> <tr> <td>SRC or</td> <td style="text-align: center;">2</td> </tr> <tr> <td>Both</td> <td style="text-align: center;">3</td> </tr> </table>	Prefects	1	SRC or	2	Both	3	<p>V10 <input style="width: 30px; height: 20px;" type="text"/> 16</p>									
Prefects	1															
SRC or	2															
Both	3															
<p>2. Have they been democratically elected by the</p> <table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 80%;">Learners</td> <td style="width: 20%; text-align: center;">1</td> </tr> <tr> <td>Educators</td> <td style="text-align: center;">2</td> </tr> <tr> <td>Both?</td> <td style="text-align: center;">3</td> </tr> </table>	Learners	1	Educators	2	Both?	3	<p>V11 <input style="width: 30px; height: 20px;" type="text"/> 17</p>									
Learners	1															
Educators	2															
Both?	3															
<p>3. Have the learners, with the teacher's guidance, drawn classroom regulations?</p> <table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 80%;">Yes</td> <td style="width: 20%; text-align: center;">1</td> </tr> <tr> <td>No</td> <td style="text-align: center;">2</td> </tr> </table>	Yes	1	No	2	<p>V12 <input style="width: 30px; height: 20px;" type="text"/> 18</p>											
Yes	1															
No	2															
<p>4. Does the school management team do class visits?</p> <table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 80%;">Yes</td> <td style="width: 20%; text-align: center;">1</td> </tr> <tr> <td>No</td> <td style="text-align: center;">2</td> </tr> </table>	Yes	1	No	2	<p>V13 <input style="width: 30px; height: 20px;" type="text"/> 19</p>											
Yes	1															
No	2															
<p>5. With regard to disciplinary measures, do you</p> <table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th style="width: 40%;"></th> <th style="width: 10%; text-align: center;">Yes</th> <th style="width: 10%; text-align: center;">No</th> </tr> </thead> <tbody> <tr> <td>5.1 call the parents to let them know about their disobedient child?</td> <td style="text-align: center;">1</td> <td style="text-align: center;">2</td> </tr> <tr> <td>5.2 keep a record of wrongdoings?</td> <td style="text-align: center;">1</td> <td style="text-align: center;">2</td> </tr> <tr> <td>5.3 refer the disobedient learner to the Psychologist for assessment?</td> <td style="text-align: center;">1</td> <td style="text-align: center;">2</td> </tr> <tr> <td>5.4 institute corporal punishment?</td> <td style="text-align: center;">1</td> <td style="text-align: center;">2</td> </tr> </tbody> </table>		Yes	No	5.1 call the parents to let them know about their disobedient child?	1	2	5.2 keep a record of wrongdoings?	1	2	5.3 refer the disobedient learner to the Psychologist for assessment?	1	2	5.4 institute corporal punishment?	1	2	<p>V14 <input style="width: 30px; height: 20px;" type="text"/> 20</p> <p>V15 <input style="width: 30px; height: 20px;" type="text"/> 21</p> <p>V16 <input style="width: 30px; height: 20px;" type="text"/> 22</p> <p>V17 <input style="width: 30px; height: 20px;" type="text"/> 23</p>
	Yes	No														
5.1 call the parents to let them know about their disobedient child?	1	2														
5.2 keep a record of wrongdoings?	1	2														
5.3 refer the disobedient learner to the Psychologist for assessment?	1	2														
5.4 institute corporal punishment?	1	2														

CLASSROOM MANAGEMENT				For office use only	
5.5	expel or suspend the learner after several warnings?	1	2	V18	<input style="width: 20px; height: 20px;" type="checkbox"/> 24
5.6	allow the Prefects or SRC to reprimand the disobedient learner?	1	2	V19	<input style="width: 20px; height: 20px;" type="checkbox"/> 25
6.	Do you test the learners for drug or substance abuse?			V20	<input style="width: 20px; height: 20px;" type="checkbox"/> 26
	Yes	1			
	No	2			
7.	How do you control the carrying of weapons or any other equipment that may harm other learners and/or educators in your school?	Yes	No		
7.1	Do you use electronic device at your school gates?	1	2	V21	<input style="width: 20px; height: 20px;" type="checkbox"/> 27
7.2	Have you employed security personnel to search everybody?	1	2	V22	<input style="width: 20px; height: 20px;" type="checkbox"/> 28
7.3	Do you rely on other learners to give you information?	1	2	V23	<input style="width: 20px; height: 20px;" type="checkbox"/> 29
8.	Does your school have a security management plan in place?			V24	<input style="width: 20px; height: 20px;" type="checkbox"/> 30
	Yes	1			
	No	2			
9.	How do you ensure that learners do their work regularly and diligently?	Yes	No		
9.1	By helping teachers draw a homework timetable	1	2	V25	<input style="width: 20px; height: 20px;" type="checkbox"/> 31
9.2	By doing class visits	1	2	V26	<input style="width: 20px; height: 20px;" type="checkbox"/> 32
9.3	By analysing monthly reports from teachers and acting appropriately	1	2	V27	<input style="width: 20px; height: 20px;" type="checkbox"/> 33

SECTION C

TRANSFORMATION			For office use only	
1. What does "transformation" mean to you? (make a cross where you agree or disagree) Does it mean	Agree	Disagree		
1.1 changing the old form of management by introducing innovation and reform with the aim of increasing learning outcomes?	1	2	V28	<input type="checkbox"/> 34
1.2 a fundamental process that is deep-rooted, aiming at the modification of the status quo?	1	2	V29	<input type="checkbox"/> 35
1.3 a process whereby efforts are united to bring about social change?	1	2	V30	<input type="checkbox"/> 36
1.4 a total overhaul of the apartheid education by introducing changes?	1	2	V31	<input type="checkbox"/> 37
2. How do you manage transformation? Do you	Agree	Disagree		
2.1 involve all stakeholders in decision making and make them accountable for decisions taken?	1	2	V32	<input type="checkbox"/> 38
2.2 set up a deep-rooted value system that is dominated by fairness and integrity?	1	2	V33	<input type="checkbox"/> 39
2.3 take on a more administrative role and less instructional leadership, eg. demonstration teaching or coaching?	1	2	V34	<input type="checkbox"/> 40
2.4 assume a more public role by interacting and forging links with the school and its environment?	1	2	V35	<input type="checkbox"/> 41

TRANSFORMATION	For office use only																		
<p>3. Do you believe that racial integration in our schools will solve our educational problems?</p> <table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 80%;">Yes</td> <td style="width: 20%; text-align: center;">1</td> </tr> <tr> <td>No</td> <td style="text-align: center;">2</td> </tr> </table>	Yes	1	No	2	V36 <input style="width: 30px; height: 20px;" type="text"/> 42														
Yes	1																		
No	2																		
<p>4. Do you know anything about CURRICULUM 2005 or Outcomes Based Education</p> <table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 80%;">Yes</td> <td style="width: 20%; text-align: center;">1</td> </tr> <tr> <td>No</td> <td style="text-align: center;">2</td> </tr> <tr> <td>Partly</td> <td style="text-align: center;">3</td> </tr> </table> <p>If yes, how were you informed? Yes No</p> <table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 5%;">4.1</td> <td style="width: 75%;">through the media</td> <td style="width: 10%; text-align: center;">1</td> <td style="width: 10%; text-align: center;">2</td> </tr> <tr> <td>4.2</td> <td>attending a briefing session at the District offices</td> <td style="text-align: center;">1</td> <td style="text-align: center;">2</td> </tr> <tr> <td>4.3</td> <td>going through departmental circulars</td> <td style="text-align: center;">1</td> <td style="text-align: center;">2</td> </tr> </table>	Yes	1	No	2	Partly	3	4.1	through the media	1	2	4.2	attending a briefing session at the District offices	1	2	4.3	going through departmental circulars	1	2	V37 <input style="width: 30px; height: 20px;" type="text"/> 43 V38 <input style="width: 30px; height: 20px;" type="text"/> 44 V39 <input style="width: 30px; height: 20px;" type="text"/> 45 V40 <input style="width: 30px; height: 20px;" type="text"/> 46
Yes	1																		
No	2																		
Partly	3																		
4.1	through the media	1	2																
4.2	attending a briefing session at the District offices	1	2																
4.3	going through departmental circulars	1	2																
<p>5. Do you believe the goals of CURRICULUM 2005, if well managed, will be realized by then</p> <table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 80%;">Yes</td> <td style="width: 20%; text-align: center;">1</td> </tr> <tr> <td>No</td> <td style="text-align: center;">2</td> </tr> </table>	Yes	1	No	2	V41 <input style="width: 30px; height: 20px;" type="text"/> 47														
Yes	1																		
No	2																		
<p>6. Do you think the new curriculum will enable learners Agree Disagree</p> <table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 5%;">6.1</td> <td style="width: 75%;">to participate actively in classroom activities?</td> <td style="width: 10%; text-align: center;">1</td> <td style="width: 10%; text-align: center;">2</td> </tr> <tr> <td>6.2</td> <td>to be critical thinkers and problem solvers?</td> <td style="text-align: center;">1</td> <td style="text-align: center;">2</td> </tr> <tr> <td>6.3</td> <td>to be creative and innovative?</td> <td style="text-align: center;">1</td> <td style="text-align: center;">2</td> </tr> <tr> <td>6.4</td> <td>to be responsible citizens?</td> <td style="text-align: center;">1</td> <td style="text-align: center;">2</td> </tr> </table>	6.1	to participate actively in classroom activities?	1	2	6.2	to be critical thinkers and problem solvers?	1	2	6.3	to be creative and innovative?	1	2	6.4	to be responsible citizens?	1	2	V42 <input style="width: 30px; height: 20px;" type="text"/> 48 V43 <input style="width: 30px; height: 20px;" type="text"/> 49 V44 <input style="width: 30px; height: 20px;" type="text"/> 50 V45 <input style="width: 30px; height: 20px;" type="text"/> 51		
6.1	to participate actively in classroom activities?	1	2																
6.2	to be critical thinkers and problem solvers?	1	2																
6.3	to be creative and innovative?	1	2																
6.4	to be responsible citizens?	1	2																

TRANSFORMATION		For office use only
7. Do you think the training of teachers in line with the CURRICULUM 2005 requirements is feasible and achievable?		
Yes	1	V46 <input type="checkbox"/> 52
No	2	

8. Are the SGB members informed about the Employment Equity Act?		
Yes	1	V49 <input type="checkbox"/> 57
No	2	
9. How many members of your teaching staff are		
White		V50 <input type="checkbox"/> 58-59
Non-white		V51 <input type="checkbox"/> 60-61
10. Do you implement affirmative action in your work environment by		
4.1	ensuring that suitably qualified people have equal employment opportunities?	V52 <input type="checkbox"/> 62
4.2	eliminating employment barriers, including unfair discrimination, which adversely affect people?	V53 <input type="checkbox"/> 63
4.3	ensuring the equitable representation of suitably qualified people in all occupational categories?	V54 <input type="checkbox"/> 64
11. Do you experience any problems with regard to promoting women on your staff?		
Yes	1	V55 <input type="checkbox"/> 65
No	2	

SECTION D

EMPLOYMENT EQUITY ACT	For office use only															
<p>1. Of all the members of your School Management Team (i.e. Deputy Principals, Heads of Department), how many are</p> <p style="margin-left: 40px;">Women _____</p> <p style="margin-left: 40px;">Men _____</p>	<p>V47 <table border="1" style="display: inline-table; vertical-align: middle;"><tr><td style="width: 20px; height: 20px;"></td><td style="width: 20px; height: 20px;"></td></tr><tr><td style="width: 20px; height: 20px;"></td><td style="width: 20px; height: 20px;"></td></tr></table> 53-54</p> <p>V48 <table border="1" style="display: inline-table; vertical-align: middle;"><tr><td style="width: 20px; height: 20px;"></td><td style="width: 20px; height: 20px;"></td></tr><tr><td style="width: 20px; height: 20px;"></td><td style="width: 20px; height: 20px;"></td></tr></table> 55-56</p>															
<p>2. Are the SGB members informed about the Employment Equity Act?</p> <table border="1" style="margin-left: 40px; width: 60%;"> <tr> <td style="width: 80%;">Yes</td> <td style="width: 20%; text-align: center;">1</td> </tr> <tr> <td>No</td> <td style="text-align: center;">2</td> </tr> </table>	Yes	1	No	2	<p>V49 <table border="1" style="display: inline-table; vertical-align: middle;"><tr><td style="width: 20px; height: 20px;"></td></tr></table> 57</p>											
Yes	1															
No	2															
<p>3. How many members of your teaching staff are</p> <p style="margin-left: 40px;">White _____</p> <p style="margin-left: 40px;">Non-white _____</p>	<p>V50 <table border="1" style="display: inline-table; vertical-align: middle;"><tr><td style="width: 20px; height: 20px;"></td><td style="width: 20px; height: 20px;"></td></tr><tr><td style="width: 20px; height: 20px;"></td><td style="width: 20px; height: 20px;"></td></tr></table> 58-59</p> <p>V51 <table border="1" style="display: inline-table; vertical-align: middle;"><tr><td style="width: 20px; height: 20px;"></td><td style="width: 20px; height: 20px;"></td></tr><tr><td style="width: 20px; height: 20px;"></td><td style="width: 20px; height: 20px;"></td></tr></table> 60-61</p>															
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	Yes	No														
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Yes	1															
No	2															

EMPLOYMENT EQUITY ACT		For office use only
6. Do you have a school policy with regard to HIV/AIDS?		
Yes	1	
No	2	V56 <input type="checkbox"/> 66
7. Do you experience any problems in relating to people with disabilities, whether parent, learner or educator?		
Yes	1	
No	2	V57 <input type="checkbox"/> 67
8. Is your school user-friendly for people with disabilities? (eg. wheel chairs)		
Yes	1	
No	2	V58 <input type="checkbox"/> 68

SECTION E

STAFF DEVELOPMENT	For office use only									
1. Do you find the time to encourage your staff to develop themselves?										
<table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="padding: 2px 5px;">Yes</td> <td style="text-align: center; padding: 2px 5px;">1</td> </tr> <tr> <td style="padding: 2px 5px;">No</td> <td style="text-align: center; padding: 2px 5px;">2</td> </tr> </table>	Yes	1	No	2	V59 <input style="width: 30px; height: 20px;" type="text"/> 69					
Yes	1									
No	2									
2. Does your school personnel and learners benefit at all from the development of your staff members?										
<table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="padding: 2px 5px;">Yes</td> <td style="text-align: center; padding: 2px 5px;">1</td> </tr> <tr> <td style="padding: 2px 5px;">No</td> <td style="text-align: center; padding: 2px 5px;">2</td> </tr> <tr> <td style="padding: 2px 5px;">Partly</td> <td style="text-align: center; padding: 2px 5px;">3</td> </tr> </table>	Yes	1	No	2	Partly	3	V60 <input style="width: 30px; height: 20px;" type="text"/> 70			
Yes	1									
No	2									
Partly	3									
3. What do you do to improve the working conditions of your educators? Do you	<table style="margin-left: auto; margin-right: auto;"> <tr> <td style="padding: 0 10px;">Yes</td> <td style="padding: 0 10px;">No</td> </tr> </table>	Yes	No							
Yes	No									
<table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="padding: 2px 5px;">3.1 allocate resources evenly?</td> <td style="text-align: center; padding: 2px 5px;">1</td> <td style="text-align: center; padding: 2px 5px;">2</td> </tr> <tr> <td style="padding: 2px 5px;">3.2 establish communication channels for problem solving expediency?</td> <td style="text-align: center; padding: 2px 5px;">1</td> <td style="text-align: center; padding: 2px 5px;">2</td> </tr> <tr> <td style="padding: 2px 5px;">3.3 encourage more open and flexible discussions on matters related to the school?</td> <td style="text-align: center; padding: 2px 5px;">1</td> <td style="text-align: center; padding: 2px 5px;">2</td> </tr> </table>	3.1 allocate resources evenly?	1	2	3.2 establish communication channels for problem solving expediency?	1	2	3.3 encourage more open and flexible discussions on matters related to the school?	1	2	V61 <input style="width: 30px; height: 20px;" type="text"/> 71 V62 <input style="width: 30px; height: 20px;" type="text"/> 72 V63 <input style="width: 30px; height: 20px;" type="text"/> 73
3.1 allocate resources evenly?	1	2								
3.2 establish communication channels for problem solving expediency?	1	2								
3.3 encourage more open and flexible discussions on matters related to the school?	1	2								
4. What do you understand by the term "staff development"? Is it	<table style="margin-left: auto; margin-right: auto;"> <tr> <td style="padding: 0 10px;">Agree</td> <td style="padding: 0 10px;">Disagree</td> </tr> </table>	Agree	Disagree							
Agree	Disagree									
<table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="padding: 2px 5px;">4.1 about increasing knowledge on innovation in education?</td> <td style="text-align: center; padding: 2px 5px;">1</td> <td style="text-align: center; padding: 2px 5px;">2</td> </tr> <tr> <td style="padding: 2px 5px;">4.2 the process by which educators learn new skills and knowledge and use them?</td> <td style="text-align: center; padding: 2px 5px;">1</td> <td style="text-align: center; padding: 2px 5px;">2</td> </tr> <tr> <td style="padding: 2px 5px;">4.3 an investment that aims at ensuring that education professionals regularly enhance their academic knowledge and professional performance?</td> <td style="text-align: center; padding: 2px 5px;">1</td> <td style="text-align: center; padding: 2px 5px;">2</td> </tr> </table>	4.1 about increasing knowledge on innovation in education?	1	2	4.2 the process by which educators learn new skills and knowledge and use them?	1	2	4.3 an investment that aims at ensuring that education professionals regularly enhance their academic knowledge and professional performance?	1	2	V64 <input style="width: 30px; height: 20px;" type="text"/> 74 V65 <input style="width: 30px; height: 20px;" type="text"/> 75 V66 <input style="width: 30px; height: 20px;" type="text"/> 76
4.1 about increasing knowledge on innovation in education?	1	2								
4.2 the process by which educators learn new skills and knowledge and use them?	1	2								
4.3 an investment that aims at ensuring that education professionals regularly enhance their academic knowledge and professional performance?	1	2								

STAFF DEVELOPMENT			For office use only					
5. What kind of staff development programmes are you offering to your staff? Do you <table style="float: right; margin-left: 20px;"> <tr> <td style="padding: 0 10px;">Yes</td> <td style="padding: 0 10px;">No</td> </tr> </table>					Yes	No		
Yes	No							
5.1	organize coaching clinics to support curriculum change?	1	2	V67	<input style="width: 30px; height: 20px;" type="checkbox"/> 77			
5.2	arrange workshops on the teaching of core school subjects?	1	2	V68	<input style="width: 30px; height: 20px;" type="checkbox"/> 78			
5.3	organize workshops on developmental psychology?	1	2	V69	<input style="width: 30px; height: 20px;" type="checkbox"/> 79			
5.4	make means of facilitating processes that will bring about changes in the development of educators?	1	2	V70	<input style="width: 30px; height: 20px;" type="checkbox"/> 80			
6. Do you believe government should make funds available for the development of staff? <table style="margin-left: 20px; border-collapse: collapse;"> <tr> <td style="border: 1px solid black; padding: 2px 10px;">Yes</td> <td style="border: 1px solid black; text-align: center; width: 30px;">1</td> </tr> <tr> <td style="border: 1px solid black; padding: 2px 10px;">No</td> <td style="border: 1px solid black; text-align: center;">2</td> </tr> </table>					Yes	1	No	2
Yes	1							
No	2							
7. Do you think staff development could lead to improved pupil management? <table style="margin-left: 20px; border-collapse: collapse;"> <tr> <td style="border: 1px solid black; padding: 2px 10px;">Yes</td> <td style="border: 1px solid black; text-align: center; width: 30px;">1</td> </tr> <tr> <td style="border: 1px solid black; padding: 2px 10px;">No</td> <td style="border: 1px solid black; text-align: center;">2</td> </tr> </table>					Yes	1	No	2
Yes	1							
No	2							
8. Do you have a school-based support group in your school, aimed at supporting both educators and learners experiencing emotional and social problems? <table style="margin-left: 20px; border-collapse: collapse;"> <tr> <td style="border: 1px solid black; padding: 2px 10px;">Yes</td> <td style="border: 1px solid black; text-align: center; width: 30px;">1</td> </tr> <tr> <td style="border: 1px solid black; padding: 2px 10px;">No</td> <td style="border: 1px solid black; text-align: center;">2</td> </tr> </table>					Yes	1	No	2
Yes	1							
No	2							
				V71	<input style="width: 30px; height: 20px;" type="checkbox"/> 81			
				V72	<input style="width: 30px; height: 20px;" type="checkbox"/> 82			
				V73	<input style="width: 30px; height: 20px;" type="checkbox"/> 83			

STAFF DEVELOPMENT		For office use only
9. To what extent are educators on your staff self motivated?		
Highly motivated	1	
Motivated	2	
Slightly motivated	3	
Not motivated at all	4	V74 <input type="checkbox"/> 84

SECTION F

EMPOWERMENT OF STAFF AND PARENTS (SGB)	For office use only																
1. What does empowerment of staff and parents mean to your school? Does it mean <table style="width: 100%; margin-left: 200px; border: none;"> <tr> <td style="width: 50%;"></td> <td style="width: 10%; text-align: center;">Yes</td> <td style="width: 10%; text-align: center;">No</td> <td style="width: 20%;"></td> </tr> </table>		Yes	No														
	Yes	No															
<table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 50%; padding: 5px;">1.1 enhancing learning and teaching by encouraging innovative participation in your school?</td> <td style="width: 10%; text-align: center; padding: 5px;">1</td> <td style="width: 10%; text-align: center; padding: 5px;">2</td> <td style="width: 20%; padding: 5px; vertical-align: middle;">V75 <input style="width: 30px; height: 20px;" type="text"/> 85</td> </tr> <tr> <td style="padding: 5px;">1.2 accepting change and dynamism in the learning situation?</td> <td style="text-align: center; padding: 5px;">1</td> <td style="text-align: center; padding: 5px;">2</td> <td style="padding: 5px; vertical-align: middle;">V76 <input style="width: 30px; height: 20px;" type="text"/> 86</td> </tr> <tr> <td style="padding: 5px;">1.3 keeping all the stakeholders informed about the developments taking place at your school?</td> <td style="text-align: center; padding: 5px;">1</td> <td style="text-align: center; padding: 5px;">2</td> <td style="padding: 5px; vertical-align: middle;">V77 <input style="width: 30px; height: 20px;" type="text"/> 87</td> </tr> <tr> <td style="padding: 5px;">1.4 forging a trusting relationship between the school manager, teachers and parents?</td> <td style="text-align: center; padding: 5px;">1</td> <td style="text-align: center; padding: 5px;">2</td> <td style="padding: 5px; vertical-align: middle;">V78 <input style="width: 30px; height: 20px;" type="text"/> 88</td> </tr> </table>	1.1 enhancing learning and teaching by encouraging innovative participation in your school?	1	2	V75 <input style="width: 30px; height: 20px;" type="text"/> 85	1.2 accepting change and dynamism in the learning situation?	1	2	V76 <input style="width: 30px; height: 20px;" type="text"/> 86	1.3 keeping all the stakeholders informed about the developments taking place at your school?	1	2	V77 <input style="width: 30px; height: 20px;" type="text"/> 87	1.4 forging a trusting relationship between the school manager, teachers and parents?	1	2	V78 <input style="width: 30px; height: 20px;" type="text"/> 88	
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1.4 forging a trusting relationship between the school manager, teachers and parents?	1	2	V78 <input style="width: 30px; height: 20px;" type="text"/> 88														
2. Do you allow educators and parents to make quality decisions that may affect the running of your school? <table border="1" style="width: 100%; border-collapse: collapse; margin-left: 100px;"> <tr> <td style="width: 80%; padding: 5px;">Yes</td> <td style="width: 20%; text-align: center; padding: 5px;">1</td> </tr> <tr> <td style="padding: 5px;">No</td> <td style="text-align: center; padding: 5px;">2</td> </tr> </table>	Yes	1	No	2	V79 <input style="width: 30px; height: 20px;" type="text"/> 89												
Yes	1																
No	2																
3. How do you think educators and parents can be empowered? By <table style="width: 100%; margin-left: 200px; border: none;"> <tr> <td style="width: 50%;"></td> <td style="width: 10%; text-align: center;">Yes</td> <td style="width: 10%; text-align: center;">No</td> <td style="width: 20%;"></td> </tr> </table>		Yes	No														
	Yes	No															
<table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 50%; padding: 5px;">3.1 encouraging a networking of human relationships and functions</td> <td style="width: 10%; text-align: center; padding: 5px;">1</td> <td style="width: 10%; text-align: center; padding: 5px;">2</td> <td style="width: 20%; padding: 5px; vertical-align: middle;">V80 <input style="width: 30px; height: 20px;" type="text"/> 90</td> </tr> <tr> <td style="padding: 5px;">3.2 building a support element (financial or otherwise) aimed at enhancing the functioning of school activities</td> <td style="text-align: center; padding: 5px;">1</td> <td style="text-align: center; padding: 5px;">2</td> <td style="padding: 5px; vertical-align: middle;">V81 <input style="width: 30px; height: 20px;" type="text"/> 91</td> </tr> <tr> <td style="padding: 5px;">3.3 being part of change and transformation in the school and community</td> <td style="text-align: center; padding: 5px;">1</td> <td style="text-align: center; padding: 5px;">2</td> <td style="padding: 5px; vertical-align: middle;">V82 <input style="width: 30px; height: 20px;" type="text"/> 92</td> </tr> <tr> <td style="padding: 5px;">3.4 actively facilitating sound teacher and parent decision making by helping them obtain information they need</td> <td style="text-align: center; padding: 5px;">1</td> <td style="text-align: center; padding: 5px;">2</td> <td style="padding: 5px; vertical-align: middle;">V83 <input style="width: 30px; height: 20px;" type="text"/> 93</td> </tr> </table>	3.1 encouraging a networking of human relationships and functions	1	2	V80 <input style="width: 30px; height: 20px;" type="text"/> 90	3.2 building a support element (financial or otherwise) aimed at enhancing the functioning of school activities	1	2	V81 <input style="width: 30px; height: 20px;" type="text"/> 91	3.3 being part of change and transformation in the school and community	1	2	V82 <input style="width: 30px; height: 20px;" type="text"/> 92	3.4 actively facilitating sound teacher and parent decision making by helping them obtain information they need	1	2	V83 <input style="width: 30px; height: 20px;" type="text"/> 93	
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3.4 actively facilitating sound teacher and parent decision making by helping them obtain information they need	1	2	V83 <input style="width: 30px; height: 20px;" type="text"/> 93														

EMPOWERMENT OF STAFF AND PARENTS (SGB)	For office use only						
<p>4. How many educators on your staff have been redeployed since the beginning of the process?</p> <p>_____</p>	<p>V84 <input type="text"/> <input type="text"/> 94-95</p>						
<p>5. Does the availability of voluntary severance packages drain your highly-skilled manpower?</p> <table border="1" data-bbox="216 702 838 819"> <tr> <td>Yes</td> <td>1</td> </tr> <tr> <td>No</td> <td>2</td> </tr> </table>	Yes	1	No	2	<p>V85 <input type="text"/> 96</p>		
Yes	1						
No	2						
<p>6. Are skilled and knowledgeable parents prepared to serve on the SGB or assist the school in other ways?</p> <table border="1" data-bbox="216 1000 838 1181"> <tr> <td>Always</td> <td>1</td> </tr> <tr> <td>Sometimes</td> <td>2</td> </tr> <tr> <td>Never</td> <td>3</td> </tr> </table>	Always	1	Sometimes	2	Never	3	<p>V86 <input type="text"/> 97</p>
Always	1						
Sometimes	2						
Never	3						
<p>7. Do ordinary citizens eg. neighbours or parents often render essential services at your school without asking for payment?</p> <table border="1" data-bbox="216 1383 838 1564"> <tr> <td>Always</td> <td>1</td> </tr> <tr> <td>Sometimes</td> <td>2</td> </tr> <tr> <td>Never</td> <td>3</td> </tr> </table>	Always	1	Sometimes	2	Never	3	<p>V87 <input type="text"/> 98</p>
Always	1						
Sometimes	2						
Never	3						

SECTION G

MANAGEMENT OF RESOURCES	For office use only												
<p>1. Do you have a school policy with regard to the management of</p> <table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th style="width: 80%;"></th> <th style="width: 10%; text-align: center;">Yes</th> <th style="width: 10%; text-align: center;">No</th> </tr> </thead> <tbody> <tr> <td>1.1 Finances</td> <td style="text-align: center;">1</td> <td style="text-align: center;">2</td> </tr> <tr> <td>1.2 School buildings and grounds</td> <td style="text-align: center;">1</td> <td style="text-align: center;">2</td> </tr> <tr> <td>1.3 Stock taking</td> <td style="text-align: center;">1</td> <td style="text-align: center;">2</td> </tr> </tbody> </table>		Yes	No	1.1 Finances	1	2	1.2 School buildings and grounds	1	2	1.3 Stock taking	1	2	<p>V88 <input style="width: 30px; height: 20px;" type="text"/> 99</p> <p>V89 <input style="width: 30px; height: 20px;" type="text"/> 100</p> <p>V90 <input style="width: 30px; height: 20px;" type="text"/> 101</p>
	Yes	No											
1.1 Finances	1	2											
1.2 School buildings and grounds	1	2											
1.3 Stock taking	1	2											
<p>2. Do the parents know that they are liable to pay school fees as determined by the South African Schools Act No. 84 of 1996?</p> <table border="1" style="width: 100%; border-collapse: collapse;"> <tbody> <tr> <td style="width: 80%;">Yes</td> <td style="width: 20%; text-align: center;">1</td> </tr> <tr> <td>No</td> <td style="text-align: center;">2</td> </tr> <tr> <td>Some</td> <td style="text-align: center;">3</td> </tr> </tbody> </table>	Yes	1	No	2	Some	3	<p>V91 <input style="width: 30px; height: 20px;" type="text"/> 102</p>						
Yes	1												
No	2												
Some	3												
<p>3. Do the parents know that they can appeal to the Head of Department for the exemption of payment of fees?</p> <table border="1" style="width: 100%; border-collapse: collapse;"> <tbody> <tr> <td style="width: 80%;">Yes</td> <td style="width: 20%; text-align: center;">1</td> </tr> <tr> <td>No</td> <td style="text-align: center;">2</td> </tr> <tr> <td>Some</td> <td style="text-align: center;">3</td> </tr> </tbody> </table>	Yes	1	No	2	Some	3	<p>V92 <input style="width: 30px; height: 20px;" type="text"/> 103</p>						
Yes	1												
No	2												
Some	3												
<p>4. Do you disclose full details of the school budget to a fully constituted parents' meeting?</p> <table border="1" style="width: 100%; border-collapse: collapse;"> <tbody> <tr> <td style="width: 80%;">Yes</td> <td style="width: 20%; text-align: center;">1</td> </tr> <tr> <td>No</td> <td style="text-align: center;">2</td> </tr> </tbody> </table> <p>If not, why</p> <p>.....</p> <p>.....</p> <p>.....</p> <p>.....</p>	Yes	1	No	2	<p>V93 <input style="width: 30px; height: 20px;" type="text"/> 104</p>								
Yes	1												
No	2												

MANAGEMENT OF RESOURCES	For office use only				
<p>5. Has the school's governing body appointed a person registered as an accountant and auditor to audit the records and financial statements of your school?</p> <table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="padding: 5px;">Yes</td> <td style="text-align: center; padding: 5px;">1</td> </tr> <tr> <td style="padding: 5px;">No</td> <td style="text-align: center; padding: 5px;">2</td> </tr> </table>	Yes	1	No	2	<p style="text-align: right;">V94 <input style="width: 30px; height: 20px;" type="text"/> 105</p>
Yes	1				
No	2				
<p>6. Does your PTA or SGB raise funds to improve the quality of education at the school?</p> <table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="padding: 5px;">Yes</td> <td style="text-align: center; padding: 5px;">1</td> </tr> <tr> <td style="padding: 5px;">No</td> <td style="text-align: center; padding: 5px;">2</td> </tr> </table>	Yes	1	No	2	<p style="text-align: right;">V95 <input style="width: 30px; height: 20px;" type="text"/> 106</p>
Yes	1				
No	2				
<p>7. Do you regard the maintenance of buildings and grounds as your priority?</p> <table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="padding: 5px;">Yes</td> <td style="text-align: center; padding: 5px;">1</td> </tr> <tr> <td style="padding: 5px;">No</td> <td style="text-align: center; padding: 5px;">2</td> </tr> </table>	Yes	1	No	2	<p style="text-align: right;">V96 <input style="width: 30px; height: 20px;" type="text"/> 107</p>
Yes	1				
No	2				
<p>8. Is there any specific funding available to maintain the school buildings?</p> <table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="padding: 5px;">Yes</td> <td style="text-align: center; padding: 5px;">1</td> </tr> <tr> <td style="padding: 5px;">No</td> <td style="text-align: center; padding: 5px;">2</td> </tr> </table>	Yes	1	No	2	<p style="text-align: right;">V97 <input style="width: 30px; height: 20px;" type="text"/> 108</p>
Yes	1				
No	2				
<p>9. Are the facilities at your school up to scratch, eg. laboratory equipment, home economics equipment, etc.?</p> <table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="padding: 5px;">Yes</td> <td style="text-align: center; padding: 5px;">1</td> </tr> <tr> <td style="padding: 5px;">No</td> <td style="text-align: center; padding: 5px;">2</td> </tr> </table> <p>If not, how do you intend to solve the problem?</p> <p>.....</p> <p>.....</p> <p>.....</p> <p>.....</p>	Yes	1	No	2	<p style="text-align: right;">V98 <input style="width: 30px; height: 20px;" type="text"/> 109</p>
Yes	1				
No	2				

MANAGEMENT OF RESOURCES	For office use only				
<p>10. How often per annum is stock taking done with regard to administration and classroom furniture?</p> <p>_____</p>	<p>V99 <input type="text"/> <input type="text"/> 110-111</p>				
<p>11. Does a lack of equipment and furniture hamper the school's learning and teaching programme?</p> <table border="1" data-bbox="237 721 855 838"> <tbody> <tr> <td data-bbox="237 721 783 778">Yes</td> <td data-bbox="783 721 855 778">1</td> </tr> <tr> <td data-bbox="237 778 783 838">No</td> <td data-bbox="783 778 855 838">2</td> </tr> </tbody> </table>	Yes	1	No	2	<p>V100 <input type="text"/> 112</p>
Yes	1				
No	2				

END

MANAGING TRANSFORMATION

IN

GAUTENG SECONDARY SCHOOLS

MANAGING TRANSFORMATION IN GAUTENG SECONDARY SCHOOLS

APPENDIX C

1. A BRIEF DESCRIPTION OF THE RESEARCH

In a world of fast changing and uncertain conditions, it is imperative that schools to prepare the South African as members of the global community, the researcher develop a questionnaire for the school manager in Gauteng secondary schools. The collection of such data and its analysis is already completed.

INTERVIEW:

The research delved into the core aspects that determined the curriculum within which these education managers had to function. Secondly, the education managers are also faced with the challenge of managing people from diverse cultures, the introduction of Curriculum 2014, effectively addressing with all the stakeholders, communication and encouraging people to their work, etc.

MANAGING TRANSFORMATION

IN

2. DEFINITION OF MANAGEMENT AND TRANSFORMATION

The following definitions and meanings will shed light to key concepts in this research. There is a number of definitions of management. Leadership refers to the articulation of the mission of the organization, setting direction, providing the vision, shaping and holding the strategic intent. Management is about the administrative functions of achieving goals, administering policies and procedures and monitoring and controlling.

The term transformation originates from the Latin word "transformare" meaning "change shape or form" (trans - across and formare - to form). It is a civilised, consciously used concept with differing agendas. Transformation in the South African context is an opportunity to develop a critical look at societal values, with the intention of being committed to its development. It is also described as a process that targets fundamental, expected issues. The concepts change, reform, restructure, and innovation are also included under the term transformation.

MANAGING TRANSFORMATION IN GAUTENG SECONDARY SCHOOLS

1. A BRIEF DESCRIPTION OF THE RESEARCH

In a quest to find solutions and understand the complexities that continue to plague the South Africans as members of the global community, the researcher drew up a questionnaire for the education managers in Gauteng secondary schools. The collection of such data and its analysis is already completed.

The research delved into the core aspects that determined the environment within which these education managers had to function. Suddenly, the education managers are also faced with the challenge of managing people from diverse cultures, the introduction of Curriculum 2005, effectively collaborating with all the stakeholders, encouraging and empowering people, understanding and analysing new policies and documents containing new approaches relevant to their work, amongst others.

2. DEFINITION OF MANAGEMENT AND TRANSFORMATION

The following definitions and descriptions will shed light to key concepts in this research. There is an essential link between the terms “leadership” and “management”, consequently, Loader (1998:95) defines them as follows: “Leadership refers to the articulation of the mission of the organization, setting directions, providing the vision, shaping and holding the strategic intent. Management ... is about the administrative functions of achieving goals, administering policies and procedures and monitoring and controlling.”

The term transformation originates from the Latin word “*Transformare*”, meaning “change shape or form” (*trans* – across and *formare* – to form). It is a trivialised, commonly used concept with differing agendas. Transformation in the South African context is an opportunity to develop a critical look at societal values, with the intention of being committed to its democratisation. It is also described as a process that targets fundamental, deep-rooted issues. The concepts change, reform, restructure, and innovation are also included under the term transformation.

3. PARTICIPATION IN THE INTERVIEW

You are requested to contribute to this interview by providing quality answers that will resolve problems experienced in the management of transformation in the Province.

As an education manager of note, your co-operation and assistance in the realisation of this dream by allowing the researcher about one hour of your time for an interview will be greatly appreciated. Be assured of confidentiality at all times. Your name and that of your school will in no way be published in the research.

You are allowed to write answers on the spaces provided, as well as motivate your responses, when requested to do so.

Remember: "To win tomorrow you will have to use tools that were not available yesterday."
(Andy Andrews)

Motivate your answer please:

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

2. How do you manage transformation at your school? Do you: (Please circle the number(s) opposite the chosen answer.)

- 2.1 allow stakeholders to make initiatives on matters regarding curriculum and language policy?
- 2.2 exercise a more public role by forging links and interacting with the school and its environment?
- 2.3 impose your ideas, opinions and decisions on your students in order to enhance the learning outcomes?

Please motivate your answer, or provide additional inputs.

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

THE INTERVIEW QUESTIONS

1. How would you define transformation? Is it: (Please circle the number(s) opposite the chosen answer.)

- 1.1 the modification of the apartheid education system in order to give way to a relevant system that does not separate people according to colour, religion and sexual orientation?
- 1.2 the fundamental, deep-rooted, structural changes facing all the South Africans, enabling the education managers to develop and empower their people?
- 1.3 efforts to embrace progressive vision in the systematic change provided by government during the past few years?

Motivate your answer please:

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

2. How do you manage transformation in your school? Do you: (Please circle the number(s) opposite the chosen answer.)

- 2.1 allow stakeholders to make initiatives on matters regarding curriculum and language policy?
- 2.2 assume a more public role by forging links and interacting with the school and its environment?
- 2.3 impose your ideologies and intentions on your educators in order to enhance the learning outcomes?

Please motivate your answer, or provide additional inputs.

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

3. Do you regard the involvement of all the stakeholders as essential in the decision making processes and other activities in your school?

Give reason(s) for your answer.

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

4. Do you regard the introduction of Curriculum 2005 as a breakthrough in the developments that will resolve the challenges facing all the South Africans?

Give reason(s) for your answer.

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

5. Do you think Curriculum 2005 targets higher order learning skills of your learners by developing problem solving skills and other complex skills like analysing and synthesising information?

How do you expect the above to happen?

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

6. Is Curriculum 2005, on the whole, well-managed?

Why do you say so?

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

7. How would you define management? (Please circle the number(s) opposite your selected answer.)

7.1 is it about gathering information and data by means of research?

7.2 does it exclusively incorporate classroom activities like teaching, learning and assessing?

7.3 is it about purposefully guiding and supervising people with the intention of achieving institutional goals?

Why do you say so?

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

8. Are the educators under your supervision working as a team?
How do you know it?

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

9. Are you prepared to help your staff to refine and improve their professionalism and skills for the benefit of the learner?
How would you help them?

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

10. What kind of school improvement could result from staff development? (Circle the number(s) opposite your chosen answer.) Is it about:

- 10.1 learner outcomes, achievement, attitude and skill?
- 10.2 improving the school with bricks, mortar and bulletin boards?
- 10.3 improving the budget to address the shortage of resources in your school?

Why have you chosen this answer?

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

11. Would you appoint (an) educator(s) of colour in your school?

Why would you?

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

12. How would you encourage learners and educators in your school to respect diversity?

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

13. What are the focal point of the Employment Equity Act No. 55 of 1998? (Circle the number(s) opposite your chosen answer.) Is it:

- 13.1 the elimination of unfair discrimination in the workplace by promoting the constitutional right of equality?
- 13.2 the implementation of affirmative action measures by ensuring that suitably qualified whites do not have employment opportunities?
- 13.3 prohibiting employment by making use of psychological testing and other similar assessments?

Please motivate your answer or supply additional inputs.

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

14. How would you ensure that your school is user-friendly for people with disabilities?

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

15. Would you regard the inclusion of women on your School Management Team as a challenge that goes beyond gender equality?

Why would you?

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

16. What are your observations or inputs with regard to the management of transformation in Gauteng secondary schools?

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

END OF INTERVIEW QUESTIONS

APPENDIX D

BESTUUR VAN TRANSFORMASIE IN GAUTENG HOËRSKOLE

1. KORT BESKRYWING VAN DIE NAVORSING

In 'n poging om oplossings te vind en die kompleksiteite te verstaan wat Suid-Afrikaners as lede van 'n globale gemeenskap mee te make het, het die navorser 'n vraelys opgestel vir onderwysbestuurders van hoërskole in Gauteng. Die insameling en verwerking van die data is alreeds afgehandel.

Die navorsing het by uitstek die omgewing probeer peil waarin onderwysbestuurders moet funksioneer. Skielik word onderwysbestuurders gekonfronteer met die bestuur van mense uit verskillende kulture, die instelling van Kurrikulum 2005, samewerking met alle belanghebbendes, motivering en aanmoediging van mense, begryping en analise van beleidsdokumente wat nuwe benaderings voorstel, om maar enkele aspekte te noem.

Sy wil bepaal hoe skoolhoofde hierdie transformasie bestuur.

2. DEFINISIES VAN BESTUUR EN TRANSFORMASIE

Die volgende definisies en beskrywings sal lig werp op sleutelkonsepte in die navorsing.

Daar bestaan 'n duidelike verband tussen **leierskap** en **bestuur** – Loader (1998:95) definieer dit soos volg:

“Leadership refers to the articulation of the mission of the organization, setting directions, providing the vision, shaping and holding the strategic intent. Management ... is about the administrative functions of achieving goals, administering policies and procedures and monitoring and controlling.”

Die begrip “*transformasie*” word afgelei uit die Latynse woord “*Transformare*” wat basies beteken: *trans* = oorkant, *formare* = hervorming. Transformasie in die Suid-Afrikaanse konteks is 'n geleentheid om krities te kyk na gemeenskapswaardes, met die intensie om

demokratisering daarvan teweeg te bring. Dit word ook gesien as 'n proses om diepgewortelde aangeleenthede te bevraagteken. Die konsepte verandering, hervorming, herstrukturering en innovasie word almal by die begrip transformasie ingesluit.

3. DEELNAME AAN DIE ONDERHOUD

U as skoolhoof, word vriendelik versoek om aan die onderhoud met die navorser deel te neem en om deurgaans kwaliteit antwoorde te verskaf ten einde u ervaringe met betrekking tot die bestuur van transformasie in u skole met haar te deel.

Ons versoek u vriendelik om hoogstens EEN uur van u beskikbare tyd vir hierdie doel te reserveer. U word van die vertroulikheid van u antwoorde verseker en insgelyks sal u eie naam of die naam van u skool nie in hierdie navorsingsverslag vermeld of gepubliseer word nie.

U word versoek om antwoorde in die blanke spasies te skryf, maar ook om u antwoorde te motiveer wanneer u daarom versoek word.

BAIE DANKIE VIR U WELWILLENDENDE SAMEWERKING.

Mev. Agnes Mohlakwana
PhD Navorser
Universiteit van Pretoria

Promotor: Prof. dr. L.P. Calitz
Universiteit van Pretoria
Tel: (012) 344-1494

VRAE VIR DIE ONDERHOUD:

1. Hoe sal u transformasie definieer? Is dit (omsirkel asseblief die nommer teenoor die antwoord(e) wat u kies)
 - 1.1 die modernisering van die apartheidsonderwysstelsel ten einde plek te maak vir 'n relevante stelsel wat nie teen mense op grond van kleur, godsdiens, geslag of ras diskrimineer nie.
 - 1.2 fundamentele, diepgewortelde, strukturele veranderinge waarmee alle Suid-Afrikaners gekonfronteer word en wat onderwysbestuurders in staat stel om mense te bemagtig.
 - 1.3 pogings om die progressiewe visie te omvat in die sistematiese veranderinge wat deur die regering gedurende die afgelope jare geïmplementeer was.

Motiveer u antwoord asseblief.

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

2. Hoe bestuur u transformasie in u skool? (Omsirkel die gekose antwoord(e) asseblief.)

2.1 Alle belanghebbendes moet inisiatiewe neem met betrekking tot aangeleenthede rakende die kurrikulum en taalbeleid.

2.2 Neem 'n groter openbare rol aan deur verhoudinge en interaksie tussen die skool en die gemeenskap te stig.

2.3 Beïnvloed u personeel om u standpunte en intensies rakende leeruitkomstes te aanvaar. Motiveer u antwoord asseblief:

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

3. Beskou u die betrokkenheid van die belanghebbendes as noodsaaklik vir besluitneming en ander aktiwiteite by u skool?

Verskaf redes vir u antwoord asseblief.

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

4. Beskou u die instelling van Kurrikulum 2005 as 'n deurbraak in ontwikkeling wat die uitdagings vir Suid-Afrika die hoof kan bied?

Verskaf redes vir u antwoorde asseblief.

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

5. Is u van mening dat Kurrikulum 2005 die hoër orde leervaardighede van leerders ontwikkel deur middel van probleemoplossing en ander komplekse vaardighede soos analise en sintese van inligting?

Hoe verwag u moet die bostaande realiseer?

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

6. Word Kurrikulum 2005, na u mening goed bestuur? Waarom sê u so?

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

7. Hoe sal u bestuur definieer? (Omsirkel asseblief die nommer van u antwoord(e).)

7.1 Is dit die versameling van inligting en data deur middel van navorsing?

7.2 Sluit dit klaskameraktiwiteite soos onderrig, leer en assessering in?

7.3 Handel dit oor die doelbewuste leiding en toesighouding van personeel ten einde die organisasie se doelstellings en doelwitte te verwesenlik?

Waarom sê u so?

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

8. Werk die opvoeders onder u supervisie as 'n span saam? Hoe weet u dit?
- (a)
 - (b)
 - (c)
9. Is u bereid om u personeel te ondersteun ten einde hulle professionele vaardighede te verfyn en te verbeter in belang van die leerders? Hoe kan u hulle ondersteun?
- (a)
 - (b)
 - (c)
10. Watter tipe skoolverbetering mag ontstaan as gevolg van personeelontwikkeling? (Omsirkel u gekose antwoord(e).) Hou die verbetering verband met:
- 10.1 verhoogde leeruitkomstes, prestasies, houdings en vaardighede;
 - 10.2 beter fasiliteite deur aanbouings van klaskamers, meubelment en oudio-visuele toerusting;
 - 10.3 verhoogde begroting ten einde die tekort aan hulpbronne in u skool aan te vul?
Waarom het u die antwoord gekies?
- (a)
 - (b)
 - (c)
11. Sal u 'n opvoeder(s) van kleur in a skool aanstel? Waarom sal u?
- (a)
 - (b)
 - (c)
12. Hoe sal u die leerders en opvoeders in u skool aanmoedig om diversiteit te eerbiedig?
- (a)
 - (b)
 - (c)

13. Wat is die fokuspunt van die “*Employment Equity Act*” No 55 of 1998? (Gaan dit om:

13.1 die uitskakeling van onregverdigde diskriminasie in die werkplek deur die konstitusionele reg tot gelykheid te bevorder?

13.2 die implementering van regstellende aksie ten einde te verseker dat gekwalifiseerde blanke personeel nie werkgeleenthede kry nie?

13.3 blokkering van indiensneming deur gebruik te maak van psigologiese toetsing?

Motiveer u antwoord asseblief.

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

14. Hoe sal u verseker dat u skool gebruikersvriendelik is vir leerders en opvoeders met gestremdhede?

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

15. Sal u die insluiting van vroue in 'n skoolbestuurspan as 'n uitdaging beskou wat verder gaan as blote geslagsgelykheid?

Motiveer u antwoord asseblief.

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

16. Wat is u waarnemings en mening oor die bestuur van transformasie in Gauteng se hoërskole?

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

DANKIE VIR U SAMEWERKING.