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BYLAE A

TOESTEMMINGSBRIEF VAN DIE TRANSVAALSE
ONDERWYSDEPARTEMENT



Navrae:
Enquiries: Mnr. H.J. Janse van Rensburg
Verw.: TOA 9-7-2/44/94
Ref.:
Tel.: (012) 317-4060

TOD-gebou
TED Building
Privaatkak X76
Private Bag X76
PRETORIA 0001

27 Mei 1994

Mnr. C.J. Bester
Posbus 1866
ERMELO
2350

Geagte mnr. Bester

DIE TAAK VAN DIE SKOOLHOOF AS FASILITEERDER VIR VERANDERING

U skrywe gedateer 1994-05-20, asook u besoek aan die Onderwysnavorsingsburo op 1994-05-23, het betrekking.

Die Transvaalse Onderwysdepartement verleen hiermee aan u toestemming om die vraelyste soos deur u voorgelê, deur die skoolhoofde en vyf onderwysers van al die staatsondersteunde primêre en sekondêre in Transvaal, te laat invul.

Die toestemming is aan die volgende voorwaardes onderworpe:

- . U moet self die samewerking van die betrokke skoolhoofde, voorsitters van bestuursliggame en onderwysers, wat op 'n vrywillige basis gegee moet word, verkry.
- . U moet hierdie brief aan bogenoemde persone toon as bewys daarvan dat u die Departement se toestemming verkry het om die ondersoek uit te voer, maar u mag dit nie gebruik om hul samewerking te probeer afdwing nie.
- . 'n Brief waarin die doel met die navorsing baie kortliks uiteengesit word, moet aan die skoolhoofde, voorsitters van bestuursliggame en onderwysers beskikbaar gestel word.
- . Die name van die skoolhoofde, onderwysers en skole mag nie in u navorsing vermeld word nie.
- . Die vraelyste moet soos aangedui, gewysig word.



. Na voltooiing van u navorsingsverslag moet u die Departement asseblief van 'n gebinde kopie daarvan voorsien. Dit sal waardeer word as u 'n artikel, gebaseer op u navorsing, sal voorlê vir moontlike publikasie in die Onderwysbulletin.

Verwys asseblief in enige toekomstige korrespondensie met die Transvaalse Onderwysdepartement in hierdie verband na die TOA-nommer soos op die brief aangedui.

Sterkte met u navorsing

Mme M. H. H. H.

namens UITVOERENDE DIREKTEUR: ONDERWYS

BYLAE B

VRAELYS AAN SKOOLHOOFDE

VRAELYS 1 - MOET DEUR SKOOLHOOFDE VOLTOOI WORD

VRAELYS NO

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(1 - 3)

KAART NO

1

(4)

AFDELING A : BIOGRAFIESE BESONDERHEDE

(Trek asseblief 'n kruisie in die toepaslike ruimte)

1. PERSOONLIKE BESONDERHEDE

1.1 Geslag

Manlik	1	(5)
Vroulik	2	

1.2 Ouderdom

20 - 29 jr	1	(6)
30 - 39 jr	2	
40 - 49 jr	3	
50 - 59 jr	4	
60 jr +	5	

1.3 Jare ervaring as skoolhoof

0 - 5 jr	1	(7)
6 - 10 jr	2	
11 - 15 jr	3	
16 jr +	4	

1.4 Hoogste akademiese kwalifikasie

Diploma	1	(8)
B.A.	2	
B.Comm	3	
B.Sc	4	
B.Ed	5	
Honneurs	6	
M. Graad	7	
D. Graad	8	

1.5 Oor watter formele kwalifikasie beskik u in onderwysbestuur?
(Maak slegs een kruisie op die hoogste vlak)

D.Ed vlak	1	(9)
M.Ed vlak	2	
B.Ed vlak	3	
Diploma	4	
Ander	5	
Geen	6	

AFDELING B : DEMOGRAFIESE BESONDERHEDE

2. BESONDERHEDE VAN HUIDIGE SKOOL

2.1 Gradering van skool	Sekondêre skool GS	1	(10)
	Sekondêre skool SI	2	
	Sekondêre skool SII	3	
	Primêre skool PI	4	
	Primêre skool PII	5	
	Primêre skool PIII	6	
2.2 Voertaal van skool	Afrikaans	1	(11)
	Engels	2	
	Dubbelmedium	3	
	Ander	4	
2.3 Lokalisering van skool	Stedelik	1	(12)
	Semi-stedelik	2	
	Platteland	3	

AFDELING C: DIE ROL VAN DIE SKOOLHOOF BY DIE FASILITERING VAN VERANDERING

MET FASILITERING WORD BEDOEL OM DIE IMPLEMENTERING VAN VERANDERING MAKLIKER TE MAAK

Die volgende twee afdelings is so ontwerp om onderskeidelik u fasiliteringstaak en fasiliteringstyl te kan evalueer.

Daar is geen regte of verkeerde antwoorde nie. Let asseblief daarop dat sekere items in hierdie vraelys verwys na hoe u as skoolhoof in verhouding tot 'n spesifieke program of vernuwing funksioneer. Ander items verwys weer na die wyse waarop sekere fasiliteringstake verrig word. By al die items moet u asseblief dink hoe u as skoolhoof met betrekking tot hierdie items funksioneer en evalueer dit dan.

Die skaal by die beantwoording van die volgende vrae werk soos volg: (Trek 'n kruisie deur die syfer van u keuse)

A IN WELKE MATE IS U AS SKOOLHOOF BETROKKE BY DIE VOLGENDE ASPEKTE

- 1 = in 'n hoë mate
- 2 = tot 'n redelike mate
- 3 = tot 'n mindere mate
- 4 = geen mate

B HOE BELANGRIK IS ELKE ASPEK VIR U

- 1 = baie belangrik
- 2 = redelik belangrik
- 3 = minder belangrik
- 4 = glad nie belangrik nie

3. VISIE TEN OPSIGTE VAN DIE FASILITERING VIR VERANDERING

A				B					
1	2	3	4	3.1 Hou die skoolgemeenskap op hoogte van die visie wat u as skoolhoof oor verandering het.	1	2	3	4	(13)(14)
1	2	3	4	3.2 Bring veranderingsklimaat by u skool teweeg.	1	2	3	4	(15)(16)
1	2	3	4	3.3 Werk weerstand teen verandering teen.	1	2	3	4	(17)(18)
1	2	3	4	3.4 Pas aan by die veranderde onderwysomstandighede.	1	2	3	4	(19)(20)

1	2	3	4	3.5	Tree as tussenpersoon tussen ouers, onderwysers en leerlinge op ten einde verandering te bewerkstellig.	1	2	3	4	(21)(22)
1	2	3	4	3.6	Bring verandering aan ten einde verbetering te bewerkstellig.	1	2	3	4	(23)(24)
1	2	3	4	3.7	Beveg intimidasie ten opsigte van verandering.	1	2	3	4	(25)(26)
1	2	3	4	3.8	Laat personeelontwikkeling plaasvind.	1	2	3	4	(27)(28)
1	2	3	4	3.9	Identifiseer en bestuur saam met u bestuurspan probleemareas.	1	2	3	4	(29)(30)
1	2	3	4	3.10	Gee voortdurend rigting en steun aan verandering.	1	2	3	4	(31)(32)

4. BEPLANNING AS FASILITERINGSAKSIE
(Die skaal wat gebruik word, is dieselfde as paragraaf 3)

1	2	3	4	4.1	Beplan strategieë ten einde as fasiliteerder vir verandering op te tree.	1	2	3	4	(33)(34)
1	2	3	4	4.2	Maak personeel betrokke by die daarstelling van doelwitte rakende beoogde veranderings.	1	2	3	4	(35)(36)
1	2	3	4	4.3	Beplan voortdurend saam met u bestuurspan die gehalte van die onderwys en opvoeding.	1	2	3	4	(37)(38)
1	2	3	4	4.4	Beplan in samewerking met die bestuursliggaam dat daar fondse beskikbaar is om verandering te bewerkstellig.	1	2	3	4	(39)(40)
1	2	3	4	4.5	Beplan prioriteite waarvolgens fasiliteringstake afgehandel behoort te word.	1	2	3	4	(41)(42)

1	2	3	4	4.6 Stel tydskedules op vir die terugvoering van resultate en die identifisering van hulpbronne of hulpmiddels wat nodig is om resultate te behaal.	1	2	3	4	(43)(44)
1	2	3	4	4.7 Maak voorsiening vir nog persone om as fasiliteerders vir verandering op te tree.	1	2	3	4	(45)(46)
5. FASILITERING VIR VERANDERING (Die skaal wat gebruik word, is dieselfde as in paragraaf 4)									
1	2	3	4	5.1 Verseker dat alle vergaderings rakende verandering goed gereël word.	1	2	3	4	(47)(48)
1	2	3	4	5.2 Sien toe dat persone wat getaak word om verandering te implementeer skriftelike werkverdelings en pligstate ontvang.	1	2	3	4	(49)(50)
1	2	3	4	5.3 Pas reëls en regulasies streng toe om te kan fasiliteer.	1	2	3	4	(51)(52)
1	2	3	4	5.4 Beweeg as fasiliteerder vir verandering sigbaar in die skoolgebou en skoolterrein rond.	1	2	3	4	(53)(54)
1	2	3	4	5.5 Deel personeel volgens vermoë en belangstelling by verskillende aktiwiteite in.	1	2	3	4	(55)(56)
1	2	3	4	5.6 Maak seker dat die personeel duidelik verstaan wat die beoogde verandering behels.	1	2	3	4	(57)(58)
1	2	3	4	5.7 Motiveer die skoolgemeenskap om verandering te aanvaar.	1	2	3	4	(59)(60)
1	2	3	4	5.8 Kommunikeer met die skoolgemeenskap oor die doel van verandering.	1	2	3	4	(61)(62)

1	2	3	4	5.9	Maak seker dat die fasiliterings= aksie as 'n sistematiese proses verloop.	1	2	3	4	(63)	(64)
1	2	3	4	5.10	Maak seker dat die effek van die verandering en verandering= strategie geëvalueer word.	1	2	3	4	(65)	(66)
1	2	3	4	5.11	Stel beoogde veranderinge op skrif en sirkuleer dit onder die ouergemeenskap.	1	2	3	4	(67)	(68)

**AFDELING D: DIE FASILITERINGSTYL
VAN DIE SKOOLHOOF**

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

1 Nooit	2 By uitsondering	3 Min
4 Partykeer	5 Baie keer	6 Altyd

6.1	Is vriendelik as u met personeel praat	1	2	3	4	5	6	(69)
6.2	Is belese ten opsigte van onderrigmetodes en die kurrikulum.	1	2	3	4	5	6	(70)
6.3	Prosedures en reëls word duidelik uitgespel.	1	2	3	4	5	6	(71)
6.4	Bespreek skoolprobleme op 'n positiewe wyse.	1	2	3	4	5	6	(72)
6.5	Kom georganiseerd voor.	1	2	3	4	5	6	(73)
6.6	Deel baie idees om die onderwys en onderrig te verbeter.	1	2	3	4	5	6	(74)
6.7	Planne en prosedures word eers op die laaste oomblik bekend gemaak.	1	2	3	4	5	6	(75)
6.8	Hou almal ingelig oor prosedures.	1	2	3	4	5	6	(76)
6.9	Is baie betrokke by dit wat met onderwysers en leerlinge gebeur.	1	2	3	4	5	6	(77)
6.10	Oplossings vir probleme is gedefinieerd.	1	2	3	4	5	6	(78)

6.11	Is in die eerste plek besorg oor hoe onderwysers oor verandering voel.	1	2	3	4	5	6	(79)
6.12	Vra vrae oor wat onderwysers in hulle klaskamers doen.	1	2	3	4	5	6	(80)
6.13	Het konkrete idees oor verbetering.	1	2	3	4	5	6	(81)
6.14	Verskaf riglyne vir die doeltreffende funksionering van die skool.	1	2	3	4	5	6	(82)
6.15	Ondersteun u personeel wanneer dit saak maak.	1	2	3	4	5	6	(83)
6.16	Toewysing van hulpmiddels is georganiseer.	1	2	3	4	5	6	(84)
6.17	Doeltreffende en gladde funksionering van die skool is u hoogste prioriteit.	1	2	3	4	5	6	(85)
6.18	Gebruik baie bronne om van die vernuwing te wete te kom.	1	2	3	4	5	6	(86)
6.19	Om deur onderwysers aanvaar te word is baie belangrik vir u.	1	2	3	4	5	6	(87)
6.20	U sien die verband tussen die dag tot dag aktiwiteite en beweeg in die rigting van 'n langtermyn doelwit.	1	2	3	4	5	6	(88)
6.21	Is baie goed ingelig oor programme en vernuwing in die onderwys.	1	2	3	4	5	6	(89)
6.22	Het baie ervaring van die organisering van hulpmiddels en roosters.	1	2	3	4	5	6	(90)
6.23	Het 'n volledige visie oor hoe u die toekoms van u skool sien.	1	2	3	4	5	6	(91)
6.24	Om aandag te gee aan gevoelens en persepsies van leerlinge en personeel is u eerste prioriteit.	1	2	3	4	5	6	(92)
6.25	Onderzoek die gevolge van verandering op gestruktueerde wyse.	1	2	3	4	5	6	(93)
6.26	Verkeer sosiaal met personeel.	1	2	3	4	5	6	(94)
6.27	Stel die neem van besluite tot op die laaste oomblik uit.	1	2	3	4	5	6	(95)
6.28	Fokus op belangrike sake.	1	2	3	4	5	6	(96)
6.29	Neem die leiding as probleme opgelos moet word.	1	2	3	4	5	6	(97)

QUESTIONNAIRE 1 - TO BE COMPLETED BY THE PRINCIPAL

QUESTIONNAIRE NO

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(1-3)

CHART NO

1

(4)

SECTION A : BIOGRAPHICAL DETAILS

(Please draw a cross in the appropriate space)

1. PERSONAL DETAILS

1.1 Sex

Male	1
Female	2

(5)

1.2 Age

20 - 29 jr	1
30 - 39 jr	2
40 - 49 jr	3
50 - 59 jr	4
60 +	5

(6)

1.3 Years experience as principal

0 - 5 jr	1
6 - 10 jr	2
11 - 15 jr	3
16 jr +	4

(7)

1.4 Highest academic qualification

Diploma	1
B.A.	2
B.Comm	3
B.Sc	4
B.Ed	5
Honours	6
M. Degree	7
D. Degree	8

(8)

1.5 What formal qualification do you possess in educational management?
(Only draw one cross indicating the highest level of training)

D.Ed level	1	(9)
M.Ed level	2	
B.Ed level	3	
Diploma	4	
Other	5	
None	6	

SECTION B : DEMOGRAPHIC DETAILS

2. DETAILS OF PRESENT SCHOOL

2.1 Grading of the school	Secondary school GS	1	(10)
	Secondary school SI	2	
	Secondary school SII	3	
	Primary school PI	4	
	Primary school PII	5	
	Primary school PIII	6	

2.2 Medium of instruction	Afrikaans	1	(11)
	English	2	
	Double medium	3	
	Other	4	

2.3 Locality of the school	Urban	1	(12)
	Semi-urban	2	
	Rural	3	

SECTION C: THE ROLE OF THE PRINCIPAL IN FACILITATING CHANGE

FACILITATING MEANS THE PROCESS OF MAKING THE IMPLEMENTATION OF CHANGE EASIER

The following two sections have been developed in such a way that the facilitating task and facilitating style of the principal can be evaluated.

There are no right or wrong answers. Please note that some of the items in the questionnaire refer to the manner in which you as principal function with regard to a specific program or innovation. Other items refer to the extent to which certain facilitating actions are being executed. In all the items you must consider how you as principal function with regard to the items mentioned and evaluate yourself accordingly.

The scale to be used in answering the following questions is as follows: (Draw a cross in the appropriate space)

- A AS PRINCIPAL INVOLVED WITH THE FOLLOWING ASPECTS B HOW IMPORTANT DO YOU REGARD EACH OF THE FOLLOWING ASPECTS

- 1 = to a great extent
2 = to a fair extent
3 = to a minor extent
4 = to no extent

- 1 = very important
2 = reasonably important
3 = of minor importance
4 = of no importance

3. VISION WITH REGARD TO THE FACILITATING OF CHANGE

A				B							
1	2	3	4	3.1	Keep the school community well informed about the vision that you have concerning change.	1	2	3	4	(13)	(14)
1	2	3	4	3.2	Create a climate of change in the school.	1	2	3	4	(15)	(16)
1	2	3	4	3.3	Oppose resistance to change	1	2	3	4	(17)	(18)
1	2	3	4	3.4	Adapt to changing educational circumstances.	1	2	3	4	(19)	(20)
1	2	3	4	3.5	Act as mediator between parents, teachers and pupils in order to bring about change.	1	2	3	4	(21)	(22)

1	2	3	4	3.6	Bring about change in the school for the sake of improvement.	1	2	3	4	(23)(24)
1	2	3	4	3.7	Oppose intimidation concerning change.	1	2	3	4	(25)(26)
1	2	3	4	3.8	Pay attention to personnel development.	1	2	3	4	(27)(28)
1	2	3	4	3.9	Identify and manage problem areas with the management team.	1	2	3	4	(29)(30)
1	2	3	4	3.10	Continuously direct and support change.	1	2	3	4	(31)(32)

4. PLANNING AS A FACILITATING ACTION
(The scale used is the same as in paragraph 3)

1	2	3	4	4.1	Plan strategically in order to act as the facilitator of change.	1	2	3	4	(33)(34)
1	2	3	4	4.2	Involve personnel with the setting of goals regarding change.	1	2	3	4	(35)(36)
1	2	3	4	4.3	Continuously plan the quality of the teaching and education in your school with the management team.	1	2	3	4	(37)(38)
1	2	3	4	4.4	Plan, in co-operation with the managing body, that funds are available to bring about change.	1	2	3	4	(39)(40)
1	2	3	4	4.5	Plan priorities according to which facilitating actions can be completed.	1	2	3	4	(41)(42)
1	2	3	4	4.6	Draw up time-schedules for the report back of results, and the identification of resources and aids which are necessary to obtain success.	1	2	3	4	(43)(44)
1	2	3	4	4.7	Provide for more persons to act as facilitators of change.	1	2	3	4	(45)(46)

5. FACILITATING CHANGE
 (The scale used, is the same as in
 paragraph 3 and 4)

1	2	3	4	5.1 Ensure that all meetings concerning change are well organized.	1	2	3	4	(47)(48)
1	2	3	4	5.2 See to it that persons who are being tasked to implement change receive written work sheets and duty sheets.	1	2	3	4	(49)(50)
1	2	3	4	5.3 Implement strict rules and regulations in order to facilitate change.	1	2	3	4	(51)(52)
1	2	3	4	5.4 As facilitator of change, move around visibly on the school grounds and in the school buildings.	1	2	3	4	(53)(54)
1	2	3	4	5.5 Allocate personnel to different activities according to their abilities and interests.	1	2	3	4	(55)(56)
1	2	3	4	5.6 Ensure that the personnel understand the meaning and implication of the proposed change.	1	2	3	4	(57)(58)
1	2	3	4	5.7 Motivate the school community to accept the planned changes.	1	2	3	4	(59)(60)
1	2	3	4	5.8 Communicate with the school community concerning the aims of the planned change.	1	2	3	4	(61)(62)
1	2	3	4	5.9 Ensure that the facilitating process develops as a systematic process.	1	2	3	4	(63)(64)
1	2	3	4	5.10 Ensure that the effects of the change and change strategies are evaluated.	1	2	3	4	(65)(66)
1	2	3	4	5.11 Set the planned changes in writing and circulate them in the parent community.	1	2	3	4	(67)(68)

SECTION D: THE FACILITATING STYLE OF THE
PRINCIPAL

Please use the under-mentioned point scale to indicate how regularly you do the under-mentioned.

1 Never	2 Rarely	3 Seldom
4 Sometimes	5 Often	6 Always

6.1	Is friendly when you talk to personnel.	1	2	3	4	5	6	(69)
6.2	Is well-read about teaching and curriculum.	1	2	3	4	5	6	(70)
6.3	Procedures and rules are clearly spelled out.	1	2	3	4	5	6	(71)
6.4	Discuss school problems in a positive way.	1	2	3	4	5	6	(72)
6.5	Seem to be organized.	1	2	3	4	5	6	(73)
6.6	Share many ideas for improving teaching and learning.	1	2	3	4	5	6	(74)
6.7	Plans and procedures are introduced at the last moment.	1	2	3	4	5	6	(75)
6.8	Keep everyone informed about procedures.	1	2	3	4	5	6	(76)
6.9	You are heavily involved in what is happening with teachers and students.	1	2	3	4	5	6	(77)
6.10	Propose defined solutions to solve problems.	1	2	3	4	5	6	(78)
6.11	Concern yourself primarily with how teachers feel about change.	1	2	3	4	5	6	(79)
6.12	Ask questions about what teachers do in their classrooms.	1	2	3	4	5	6	(80)
6.13	Have concrete ideas for improvement.	1	2	3	4	5	6	(81)
6.14	Provide guidelines for efficient operation of the school.	1	2	3	4	5	6	(82)

6.15	Support your teachers when it really counts.	1	2	3	4	5	6	(83)
6.16	Allocation of resources is disorganized.	1	2	3	4	5	6	(84)
6.17	Efficient and smooth running of the school is your first priority.	1	2	3	4	5	6	(85)
6.18	Use many sources to learn more about the innovation.	1	2	3	4	5	6	(86)
6.19	Being accepted by teachers is very important to you.	1	2	3	4	5	6	(87)
6.20	You see the relation between the day to day activities, and moving toward a long term goal.	1	2	3	4	5	6	(88)
6.21	Is well-read about programs and innovations.	1	2	3	4	5	6	(89)
6.22	Is skilled at organizing resources and schedules.	1	2	3	4	5	6	(90)
6.23	Have a complete view about the future of your school.	1	2	3	4	5	6	(91)
6.24	Attending to feelings and perceptions of pupils and staff is your first priority.	1	2	3	4	5	6	(92)
6.25	Explores the results of change in a structured way.	1	2	3	4	5	6	(93)
6.26	Mingle socially with teachers.	1	2	3	4	5	6	(94)
6.27	Delay making decisions to the last possible moment.	1	2	3	4	5	6	(95)
6.28	Focus on issues of importance.	1	2	3	4	5	6	(96)
6.29	Take the lead when problems must be solved.	1	2	3	4	5	6	(97)

BYLAE C

VRAELYS AAN PERSONEEL

VRAELYS 2 - MOET DEUR PERSONEEL VOLTOOI WORD

VRAELYSNOMMER

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(1-3)

KAARTNOMMER

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(4)

HIERDIE VRAELYS WORD DEUR PERSONEEL OP POSVLAKKE 1-3 VOLTOOI
 (Trek asseblief 'n kruisie in die toepaslike ruimte)

AFDELING A : BIOGRAFIESE EN DEMOGRAFIESE BESONDERHEDE

1.1 GRAAD VAN POS

Onderwyser	1
Meriete 1	2
Meriete 2	3
Meriete 3	4
Departementshoof	5
Adjunkhoof	6

(5)

1.2 GESLAG

Manlik	1
Vroulik	2

(6)

1.3 OUDERDOM

20 - 30	1
31 - 40	2
41 - 50	3
51 - 60	4
61 EN OUER	5

(7)

1.4 ONDERWYSERVARING

0 - 5	1
6 - 10	2
11 - 20	3
21 - 30	4
MEER AS 30 JAAR	5

(8)

1.5 AKADEMIESE KWALIFIKASIES (merk slegs die hoogste)	B. Graad	1	(9)
	Honneursgraad	2	
	M. Graad	3	
	D. Graad	4	
1.6 PROFESSIONELE KWALIFIKASIES	Onderwysdiploma	1	(10)
	Onderwysdiploma & VDO	2	
	Ander (spesifiseer)	3	
1.7 HUISTAAL	Afrikaans	1	(11)
	Engels	2	
	Ander (spesifiseer)	3	
1.8 GRADERING VAN SKOOL	GS	1	(12)
	S1/P1	2	
	S2/P2	3	
	P3	4	
1.9 VIR HOEVEEL JAAR IS U VERBONDE AAN DIE PERSONEEL VAN HIERDIE SKOOL?	1 - 5 JAAR	1	(13)
	6 - 9 JAAR	2	
	10 - 14 JAAR	3	
	15 JAAR OF MEER	4	
1.10 INSLUITEND U HUIDIGE HOOF, ONDER HOEVEEL SKOOLHOOFDE HET U AL IN U LOOPBAAN GEWERK?	1	1	(14)
	2	2	
	3	3	
	4	4	
	5 OF MEER	5	

AFDELING B : DIE ROL VAN DIE SKOOLHOOF BY DIE FASILITERING VAN VERANDERING

Die volgende twee afdelings is so ontwerp dat u onderskeidelik die fasiliteringstaak en fasiliteringstyl van u skoolhoof kan evalueer.

(MET FASILITERING WORD BEDOEL OM DIE IMPLEMENTERING VAN VERANDERING MAKLIKER TE MAAK)

Daar is geen regte of verkeerde antwoorde nie. Let asseblief daarop dat sekere items in hierdie vraelys verwys na hoe u skoolhoof in verhouding tot 'n spesifieke program of vernuwing funksioneer. Ander items verwys weer na die wyse waarop sekere fasiliteringstake verrig word. By al die items moet u asseblief dink hoe u skoolhoof met betrekking tot hierdie items funksioneer en dit dan evalueer.

Die skaal by die beantwoording van die volgende vrae werk soos volg:

(Trek 'n kruisie deur die syfer van u keuse)

A IN WELKE MATE IS U SKOOLHOOF BETROKKE BY DIE VOLGENDE ASPEKTE

B HOE BELANGRIK IS ELKE ASPEK VIR HOM/HAAR

- 1 = in 'n hoë mate
- 2 = in 'n redelike mate
- 3 = in 'n mindere mate
- 4 = geen mate

- 1 = baie belangrik
- 2 = redelik belangrik
- 3 = minder belangrik
- 4 = onbelangrik

2. VISIE TEN OPSIGTE VAN DIE FASILITERING VIR VERANDERING

A					B				
1	2	3	4	2.1 Hou die skoolgemeenskap op hoogte van die visie wat hy as skoolhoof oor verandering het.	1	2	3	4	(15)(16)
1	2	3	4	2.2 Bring 'n veranderingsklimaat by u skool teweeg.	1	2	3	4	(17)(18)
1	2	3	4	2.3 Werk weerstand teen verandering teen.	1	2	3	4	(19)(20)

1	2	3	4	2.4	Pas aan by die veranderde onderwysomstandighede.	1	2	3	4	(21)	(22)
1	2	3	4	2.5	Tree as tussenpersoon tussen ouers, onderwysers en leerlinge op ten einde verandering te bewerkstellig.	1	2	3	4	(23)	(24)
1	2	3	4	2.6	Bring verandering aan ten einde verbetering te bewerkstellig.	1	2	3	4	(25)	(26)
1	2	3	4	2.7	Beveg intimidasie ten opsigte van verandering.	1	2	3	4	(27)	(28)
1	2	3	4	2.8	Laat personeelontwikkeling plaasvind.	1	2	3	4	(29)	(30)
1	2	3	4	2.9	Identifiseer en bestuur saam met die bestuurspan probleem= areas.	1	2	3	4	(31)	(32)
1	2	3	4	2.10	Gee voortdurend steun en rigting aan verandering.	1	2	3	4	(33)	(34)
<p>3. BEPLANNING AS FASILITERINGSAKSIE (Die skaal wat gebruik word, is dieselfde as in paragraaf 2)</p>											
1	2	3	4	3.1	Beplan strategieë ten einde as fasiliteerder vir verandering op te tree.	1	2	3	4	(35)	(36)
1	2	3	4	3.2	Maak personeel betrokke by die daarstelling van doelwitte rakende beoogde veranderings.	1	2	3	4	(37)	(38)
1	2	3	4	3.3	Beplan voortdurend saam met u bestuurspan die gehalte van die onderwys en opvoeding.	1	2	3	4	(39)	(40)
1	2	3	4	3.4	Beplan in samewerking met die bestuursliggaam dat daar fondse beskikbaar is om verandering te bewerkstellig.	1	2	3	4	(41)	(42)
1	2	3	4	3.5	Beplan prioriteite waarvolgens fasiliteringstake afgehandel behoort te word.	1	2	3	4	(43)	(44)

1	2	3	4	3.6 Stel tydskedules op vir die terugvoering van resultate en die identifisering van hulpbronne of hulpmiddels wat nodig is om verandering te behaal.	1	2	3	4	(45)(46)
1	2	3	4	3.7 Maak voorsiening vir nog persone om as fasiliteerders vir verandering op te tree.	1	2	3	4	(47)(48)

4. FASILITERING VIR VERANDERING
(Die skaal wat gebruik word, is dieselfde as in paragraaf 3)

1	2	3	4	4.1 Verseker dat alle vergaderings rakende verandering goed gereël word.	1	2	3	4	(49)(50)
1	2	3	4	4.2 sien toe dat persone wat getaak word om verandering te implementeer, skriftelike werkverdeling - en pligstate ontvang.	1	2	3	4	(51)(52)
1	2	3	4	4.3 Pas reëls en regulasies streng toe om te kan fasiliteer.	1	2	3	4	(53)(54)
1	2	3	4	4.4 Beweeg as fasiliteerder vir verandering sigbaar in die skoolgebou en op die skoolterrein rond.	1	2	3	4	(55)(56)
1	2	3	4	4.5 Deel personeel volgens vermoë en belangstelling by verskillende aktiwiteite in.	1	2	3	4	(57)(58)
1	2	3	4	4.6 Maak seker dat die personeel duidelik verstaan wat die beoogde verandering behels.	1	2	3	4	(59)(60)
1	2	3	4	4.7 Motiveer die skoolgemeenskap om verandering te aanvaar.	1	2	3	4	(61)(62)
1	2	3	4	4.8 Kommunikeer met die skoolgemeenskap oor die doel van verandering.	1	2	3	4	(63)(64)
1	2	3	4	4.9 Maak seker dat die fasiliteringsaksie as 'n sistematiese proses verloop.	1	2	3	4	(65)(66)
1	2	3	4	4.10 Maak seker dat die effek van die verandering en die veranderingstrategie geëvalueer word.	1	2	3	4	(67)(68)

1	2	3	4	4.11 Stel die beoogde verandering op skrif en sirkuleer dit onder die ouergemeenskap.	1	2	3	4	(69) (70)
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AFDELING C : DIE FASILITERINGSTYL VAN DIE SKOOLHOOF

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

1 Nooit	2 By uitsondering	3 Min
4 Partykeer	5 Baie keer	6 Altyd

5.1	Is vriendelik as hy/sy met personeel praat.	1	2	3	4	5	6	(71)
5.2	Is belese ten opsigte van onderrigmetodes en die kurrikulum.	1	2	3	4	5	6	(72)
5.3	Prosedures en reëls word duidelik uitgespel.	1	2	3	4	5	6	(73)
5.4	Bespreek skoolprobleme op 'n positiewe wyse.	1	2	3	4	5	6	(74)
5.5	Kom georganiseerd voor.	1	2	3	4	5	6	(75)
5.6	Deel baie idees om die onderwys en onderrig te verbeter.	1	2	3	4	5	6	(76)
5.7	Planne en prosedures word eers op die laaste oomblik bekend gemaak.	1	2	3	4	5	6	(77)
5.8	Hou almal ingelig oor prosedures.	1	2	3	4	5	6	(78)
5.9	Is baie betrokke by dit wat met onderwysers en leerlinge gebeur.	1	2	3	4	5	6	(79)
5.10	Oplossings vir probleme is gedefinieerd.	1	2	3	4	5	6	(80)
5.11	Is in die eerste plek besorg oor hoe onderwysers oor verandering voel.	1	2	3	4	5	6	(81)
5.12	Vra vrae oor wat onderwysers in hulle klaskamers doen.	1	2	3	4	5	6	(82)
5.13	Het konkrete idees oor verbetering.	1	2	3	4	5	6	(83)

5.14	Verskaf riglyne vir die doeltreffende funksionering van die skool.	1	2	3	4	5	6	(84)
5.15	Ondersteun die personeel wanneer dit saak maak.	1	2	3	4	5	6	(85)
5.16	Toewysing van hulpmiddels is georganiseerd.	1	2	3	4	5	6	(86)
5.17	Doeltreffende en gladde funksionering van die skool is u skoolhoof se hoogste prioriteit.	1	2	3	4	5	6	(87)
5.18	Gebruik baie bronne om van die vernuwing te wete te kom.	1	2	3	4	5	6	(88)
5.19	Om deur onderwysers aanvaar te word, is baie belangrik vir hom/haar.	1	2	3	4	5	6	(89)
5.20	U skoolhoof sien die verband tussen die dag tot dag aktiwiteite en beweeg in die rigting van 'n langtermyn doelwit.	1	2	3	4	5	6	(90)
5.21	Is baie goed ingelig oor programme en vernuwing in die onderwys.	1	2	3	4	5	6	(91)
5.22	Het baie ervaring van die organisering van hulpmiddels en roosters.	1	2	3	4	5	6	(92)
5.23	Het 'n volledige visie oor hoe hy/sy die toekoms van die skool sien.	1	2	3	4	5	6	(93)
5.24	Om aandag te gee aan gevoelens van leerlinge en personeel is sy/haar eerste prioriteit.	1	2	3	4	5	6	(94)
5.25	Ondersoek die gevolge van verandering op gestruktueerde wyse.	1	2	3	4	5	6	(95)
5.26	Verkeer sosiaal met personeel.	1	2	3	4	5	6	(96)
5.27	Stel die neem van besluite tot op die laaste oomblik uit.	1	2	3	4	5	6	(97)
5.28	Fokus op belangrike sake.	1	2	3	4	5	6	(98)
5.29	Neem leiding as probleme opgelos moet word.	1	2	3	4	5	6	(99)

QUESTIONNAIRE 2 - TO BE COMPLETED BY PERSONNEL

QUESTIONNAIRE NO

--	--	--

(1-3)

CHART NO

--

(4)

THIS QUESTIONNAIRE MUST BE COMPLETED BY PERSONNEL ON POST LEVELS 1-3

(Please draw a cross in the appropriate space)

SECTION A : BIOGRAPHICAL AND DEMOGRAPHICAL DETAIL

1.1 GRADE OF POST

Teacher	1
Merit 1	2
Merit 2	3
Merit 3	4
Head of Department	5
Deputy Principal	6

(5)

1.2 SEX

Male	1
Female	2

(6)

1.3 AGE

20 - 30	1
31 - 40	2
41 - 50	3
51 - 60	4
61 AND OLDER	5

(7)

1.4 TEACHING EXPERIENCE

0 - 5	1
6 - 10	2
11 - 20	3
21 - 30	4
MORE THAN 30 YEARS	5

(8)

1.5	ACADEMIC QUALIFICATIONS (Mark only the highest)	B. Degree	1	(9)
		Honours	2	
		M. Degree	3	
		D. Degree	4	
1.6	PROFESSIONAL QUALIFICATIONS	Teaching Diploma	1	(10)
		Teaching Diploma & FDE	2	
		Other (specify)	3	
1.7	HOME LANGUAGE	Afrikaans	1	(11)
		English	2	
		Other (specify)	3	
1.8	GRADING OF THE SCHOOL	GS	1	(12)
		S1/P1	2	
		S2/P2	3	
		P3	4	
1.9	HOW MANY YEARS HAVE YOU BEEN A STAFF MEMBER AT THIS SCHOOL?	1 - 5 YEARS	1	(13)
		6 - 9 YEARS	2	
		10 - 14 YEARS	3	
		15 YEARS AND MORE	4	
1.10	IN YOUR CAREER INCLUDING YOUR CURRENT PRINCIPAL, HOW MANY DIFFERENT PRINCIPALS HAVE YOU WORKED WITH?	1	1	(14)
		2	2	
		3	3	
		4	4	
		5 OR MORE	5	

SECTION B : THE FACILITATING TASK OF THE PRINCIPAL

The following sections are developed in such a way that the facilitating task and facilitating style of the principal can be evaluated.

(TO FACILITATE MEANS TO MAKE THE IMPLEMENTATION OF CHANGE EASIER)

There are no right or wrong answers. Please note that some of the items in the questionnaire refer to the manner in which the principal functions with regard to a specific programme or innovation. Other items refer to the extent to which certain facilitating actions are being executed. In all the items you must consider how your principal function with regard to the items mentioned and evaluate him accordingly.

The scale to be used in answering the following questions is as follows:

(Draw a cross in the appropriate space)

A TO WHICH EXTENT ARE YOU AS PRINCIPAL INVOLVED WITH THE FOLLOWING ASPECTS

- 1 = to a great extent
- 2 = to a fair extent
- 3 = to a minor extent
- 4 = to no extent

B HOW IMPORTANT DO YOU REGARD THE FOLLOWING ASPECTS

- 1 = very important
- 2 = reasonably important
- 3 = of minor importance
- 4 = of no importance

2. VISION WITH REGARD TO THE FACILITATING OF CHANGE

A					B				
1	2	3	4	2.1 Keep the school community well informed about the vision that he/she have concerning change.	1	2	3	4	(15)(16)
1	2	3	4	2.2 Create a climate of change in the school.	1	2	3	4	(17)(18)
1	2	3	4	2.3 Oppose resitance to change.	1	2	3	4	(19)(20)

1	2	3	4	2.4	Adapt to changing educational circumstances.	1	2	3	4	(21)(22)
1	2	3	4	2.5	Act as mediator between parents, teachers and pupils in order to bring about change.	1	2	3	4	(23)(24)
1	2	3	4	2.6	Bring about change in the school for the sake of improvement.	1	2	3	4	(25)(26)
1	2	3	4	2.7	Oppose intimidation concerning change.	1	2	3	4	(27)(28)
1	2	3	4	2.8	Pay attention to personnel development.	1	2	3	4	(29)(30)
1	2	3	4	2.9	Identify and manage problem areas with the management team.	1	2	3	4	(31)(32)
1	2	3	4	2.10	Continuously direct and support change.	1	2	3	4	(33)(34)
<p>3. PLANNING AS A FACILITATING ACTION (The scale used is the same as in paragraph 2)</p>										
1	2	3	4	3.1	Plan strategically in order to act as the facilitator of change.	1	2	3	4	(35)(36)
1	2	3	4	3.2	Involve personnel with the setting of goals regarding change.	1	2	3	4	(37)(38)
1	2	3	4	3.3	Plan continuously, the quality of the teaching and education in the school, with the management team.	1	2	3	4	(39)(40)
1	2	3	4	3.4	Plan, in co-operation with the managing body, that funds are available to bring about change.	1	2	3	4	(41)(42)
1	2	3	4	3.5	Plan priorities according to which facilitating actions can be completed.	1	2	3	4	(43)(44)

1	2	3	4	3.6 Draw up time-schedules for the report back of results, and the identification of resources and aids which are necessary to obtain success.	1	2	3	4	(45)(46)
1	2	3	4	3.7 Provide for more persons to act as facilitators of change.	1	2	3	4	(47)(48)
4. FACILITATING CHANGE (The scale used is the same as in paragraph 2 and 3)									
1	2	3	4	4.1 Ensure that all meetings concerning change are well organized.	1	2	3	4	(49)(50)
1	2	3	4	4.2 See to it that persons who are being tasked to implement change receive written work sheets and duty sheets.	1	2	3	4	(51)(52)
1	2	3	4	4.3 Implement strict rules and regulations in order to facilitate change.	1	2	3	4	(53)(54)
1	2	3	4	4.4 As facilitator of change, move around visibly on the school grounds and in the in the school buildings.	1	2	3	4	(55)(56)
1	2	3	4	4.5 Allocate personnel into different activities according to their abilities and interests.	1	2	3	4	(57)(58)
1	2	3	4	4.6 Ensure that the personnel understand the meaning and implication of the proposed change.	1	2	3	4	(59)(60)
1	2	3	4	4.7 Motivate the school community to accept the planned changes.	1	2	3	4	(61)(62)
1	2	3	4	4.8 Communicate with the school community concerning the aims of the planned change.	1	2	3	4	(63)(64)
1	2	3	4	4.9 Ensure that the facilitating process develops as a systematic process.	1	2	3	4	(65)(66)

1	2	3	4	4.10	Ensure that the effects of the change and change strategies are evaluated.	1	2	3	4	(67)	(68)
1	2	3	4	4.11	Set the planned changes in writing and circulate them in the parent community.	1	2	3	4	(69)	(70)

SECTION C : THE FACILITATING STYLE OF THE PRINCIPAL

Please study each one of the items thoroughly and then use the under-mentioned scale to indicate the emphasis placed on the different items.

1 Never	2 Rarely
3 Seldom	4 Sometimes
5 Often	6 Always

5.1	Is friendly when he talks to personnel.	1	2	3	4	5	6	(71)
5.2	Is well-read about teaching and curriculum.	1	2	3	4	5	6	(72)
5.3	Spell out procedures and rules very clearly.	1	2	3	4	5	6	(73)
5.4	Discuss school problems in a positive way.	1	2	3	4	5	6	(74)
5.5	Seem to be organized.	1	2	3	4	5	6	(75)
5.6	Share many ideas for improving teaching and learning.	1	2	3	4	5	6	(76)
5.7	Introduce plans and procedures at the last moment.	1	2	3	4	5	6	(77)
5.8	Keep everyone informed about procedures.	1	2	3	4	5	6	(78)
5.9	Involve himself/herself deeply in what is happening with teachers and students.	1	2	3	4	5	6	(79)
5.10	Propose loosely defined solutions.	1	2	3	4	5	6	(80)

5.11	Concern himself/herself primarily with how teachers feel about change.	1	2	3	4	5	6	(81)
5.12	Ask questions about what teachers do in their classrooms.	1	2	3	4	5	6	(82)
5.13	Have concrete ideas for improvement.	1	2	3	4	5	6	(83)
5.14	Provide guidelines for the efficient operation of the school.	1	2	3	4	5	6	(84)
5.15	Support his/her teachers in really important matters.	1	2	3	4	5	6	(85)
5.16	Allocate resources in an organized way.	1	2	3	4	5	6	(86)
5.17	Regard the efficient and smooth running of the school as his/her first priority.	1	2	3	4	5	6	(87)
5.18	Use many sources to learn more about the programme or innovation.	1	2	3	4	5	6	(88)
5.19	Regard acceptance by teachers very important to him/her.	1	2	3	4	5	6	(89)
5.20	See the relation between the day to day activities and moving toward a long-term goal.	1	2	3	4	5	6	(90)
5.21	Is well-read about programs and innovations.	1	2	3	4	5	6	(91)
5.22	Is your principal skilled at organizing resources and schedules.	1	2	3	4	5	6	(92)
5.23	Have a complete view about the future of his/her school.	1	2	3	4	5	6	(93)
5.24	Pay attention to feelings and perceptions of pupils and staff as his/her first priority.	1	2	3	4	5	6	(94)
5.25	Explores the results of change in a structured way.	1	2	3	4	5	6	(95)
5.26	Mingle socially with teachers.	1	2	3	4	5	6	(96)
5.27	Delay making decisions to the last possible moment.	1	2	3	4	5	6	(97)
5.28	Focus on issues of importance.	1	2	3	4	5	6	(98)
5.29	Take the lead when problems must be solved.	1	2	3	4	5	6	(99)

BYLAE D

TOESTEMMINGSBRIEF AAN SKOOLHOOFDE

C.J. Bester
P/a H.T.S. Ligbron
Privaatsak X9033
ERMELO
1994-06-02

Geagte Kollega,

Ek is tans besig met my Ph.D (Onderwysbestuur). Vir voltooiing daarvan moet ek 'n empiriese ondersoek doen. Ek is bewus van u bedrywige program en juis daarom waardeer ek u samewerking soveel te meer.

My onderwerp is: "Die rol van die skoolhoof as fasiliteerder van verandering".

Die vraelyste wat hierby aangeheg is behels die volgende:

- * Daar is VIER vraelyste.
- * EEN moet deur u voltooi word. U sal merk dat die vraelys gemerk is en na die skoolhoof verwys.
- * Die ander DRIE vraelyste moet u asseblief deur enige drie lede van u personeel voltooi word.

Die Uitvoerende Direkteur van Onderwys het toestemming verleen dat die vraelys aan u voorgelê word en alle inligting sal as streng vertroulik en anoniem hanteer word.

Dit sal waardeer word as u die voltooide vraelys in die ingeslote koevert, voor of op 20 Junie 1994 aan my kan terug stuur.

By voorbaat baie dankie vir u vriendelike samewerking.

Die uwe

C.J. BESTER

C.J. Bester
p/a Ligbron T.H.S.
Private Bag X9033
ERMELO
1994-06-02

Dear Colleague,

I am currently busy with my Ph.D (Educational management). For its completion it is essential for me to do some empirical research. I am aware of your active program and it is for this reason that your co-operation is appreciated.

My subject is: "The task of the principal as facilitator for change".

The questionnaires which are attached include the following:

- * There are four question sheets.
- * ONE must be completed by you. Please note that the questionnaire is marked and refers to the principal.
- * The other THREE must please be completed by any three members of your staff.

The Executive Director of Education has given permission for this questionnaire which you have received, in addition all information will remain strictly confidential and anonymous.

It will be appreciated if the completed forms could be returned to me in the envelope included, before or on 20 JUNE 1994.

Thank you for your friendly co-operation.

Yours Sincerely

C.J. BESTER

BYLAE E

BRIEF VAN PROF. G.E. HALL



SOUTHWEST EDUCATIONAL DEVELOPMENT LABORATORY

211 East Seventh Street Austin, Texas 78701-3281
Voice or TDD: 512/476-6861 FAX: 512/476-2286

November 17, 1993

C.J. Bester
Principal
Ligbron Technical High School
P.O. Box 1866
Ermelo 2350
Republic of South Africa

Dear Mr. Bester:

I am pleased to receive your fax of November 15 and your inquiry about the change facilitator styles instrument. I have talked to Gene Hall, who was the primary person developing that instrument, and told him of your needs and interests. Further, I have faxed him a copy of your letter to me. He is the person with whom you need to communicate because he is, in the case of this instrument, the expert.

He told me that he would send you a packet of materials. Meanwhile, if you should like to contact him directly, here is his address, telephone and fax numbers:

Gene E. Hall
Professor, Division of Leadership and Policy
College of Education
The University of Northern Colorado
Greeley, CO 80639
telephone 303 351 2530
fax 303 351 2312

I certainly am interested in the study that you are doing. Let me know how I may support your efforts further.

Sincerely,

A handwritten signature in black ink, appearing to read 'Shirley M. Hord', written in a cursive style.

Shirley M. Hord
Senior Research Associate

BYLAE F

VRAELYS : FASILITERINGSTYL

CHANGE FACILITATOR STYLE QUESTIONNAIRE

School: _____

Date: ____/____/____

CHANGE FACILITATOR STYLE QUESTIONNAIRE

On the following pages is a list of short phrases that describe different activities, goals and emphases that principals and other leaders can have. Studies have shown that different people place different emphases on each of these behaviors and that there is an overall pattern or style that is unique to each.

This questionnaire is a way to estimate the emphasis that is given to different leadership activities. It has been designed to be a way to help leaders analyze what they are doing. There is no right or wrong way, however, there do seem to be some patterns.

In this instance, would you consider the leadership/facilitating activities of your principal.

Note that some of the items in this questionnaire refer to how this person is working in relation to a particular program or innovation. For those items please think about your principal's role with _____.

Also, some of the items are similar to other items. This is done deliberately in a questionnaire of this type. By having similar items, each item can be less complex and it is possible for you to complete the questionnaire in a minimum amount of time.

Having each item rated on a continuum is important too. For most facilitators/leaders most items will apply, what makes the difference is the amount of emphasis or de-emphasis a particular leader gives to each type of activity.

Please read each phrase and use the following scale points to rate the degree of emphasis given to each by your principal.

1.	2.	3.	4.	5.	6.
never	rarely	seldom	sometimes	often	always
or					or
not true					very true

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Gene E. Hall & Roland Vandenberghe
Concerns Based Systems International
Copyright Based Systems International

	1.	2.	3.	4.	5.	6.
	Never or not true	Rarely	Seldom	Sometimes	Often	Always or very true
1.	Is friendly when we talk to him/her.				1	2 3 4 5 6
2.	Knows a lot about teaching and curriculum.				1	2 3 4 5 6
3.	Procedures and rules are clearly spelled out.				1	2 3 4 5 6
4.	Discusses school problems in a productive way.				1	2 3 4 5 6
5.	Seems to be disorganized at times.				1	2 3 4 5 6
6.	Shares many ideas for improving teaching and learning.				1	2 3 4 5 6
7.	Plans and procedures are introduced at the last moment.				1	2 3 4 5 6
8.	Keeps everyone informed about procedures.				1	2 3 4 5 6
9.	S/he is heavily involved in what is happening with teachers and students.				1	2 3 4 5 6
10.	Proposes loosely defined solutions.				1	2 3 4 5 6
11.	Is primarily concerned about how teachers feel.				1	2 3 4 5 6
12.	Asks questions about what teachers are doing in their classrooms.				1	2 3 4 5 6
13.	Has few concrete ideas for improvement.				1	2 3 4 5 6
14.	Provides guidelines for efficient operation of the school.				1	2 3 4 5 6
15.	Supports his/her teachers when it really counts.				1	2 3 4 5 6
16.	Allocation of resources is disorganized.				1	2 3 4 5 6

	1.	2.	3.	4.	5.	6
	Never or not true	Rarely	Seldom	Sometimes	Often	Always or very true

- | | | | | | | | | | | |
|-----|--|--|--|--|---|---|---|---|---|---|
| 17. | Efficient and smooth running of the school is his/her priority. | | | | 1 | 2 | 3 | 4 | 5 | 6 |
| 18. | Uses many sources to learn more about the program/innovation. | | | | 1 | 2 | 3 | 4 | 5 | 6 |
| 19. | Being accepted by teachers is very important to him/her. | | | | 1 | 2 | 3 | 4 | 5 | 6 |
| 20. | S/he sees the connection between the day to day activities and moving toward a long-term goal. | | | | 1 | 2 | 3 | 4 | 5 | 6 |
| 21. | Knows very little about programs/and innovations. | | | | 1 | 2 | 3 | 4 | 5 | 6 |
| 22. | Is skilled at organizing resources and schedules. | | | | 1 | 2 | 3 | 4 | 5 | 6 |
| 23. | Has an incomplete view about the future of his/her school. | | | | 1 | 2 | 3 | 4 | 5 | 6 |
| 24. | Attending to feelings and perceptions is his/her first priority. | | | | 1 | 2 | 3 | 4 | 5 | 6 |
| 25. | Explores issues in a loosely structured way. | | | | 1 | 2 | 3 | 4 | 5 | 6 |
| 26. | Chats socially with teachers. | | | | 1 | 2 | 3 | 4 | 5 | 6 |
| 27. | Delays making decisions to the last possible moment. | | | | 1 | 2 | 3 | 4 | 5 | 6 |
| 28. | Focuses on issues of limited importance. | | | | 1 | 2 | 3 | 4 | 5 | 6 |
| 29. | Takes the lead when problems must be solved. | | | | 1 | 2 | 3 | 4 | 5 | 6 |
| 30. | Has a clear picture of where the school is going. | | | | 1 | 2 | 3 | 4 | 5 | 6 |

1. How many years have you been a teacher or staff member in this school?

Circle one: 1 2 3 4 5 6-9 10-14 15 or more

2. In your career, including your current principal, how many different principals have you worked with?

Circle one: 1 2 3 4 5 or more

3. Are there other key things that your principal does that you see as being important aspects of how she/he facilitates the school? If so please describe them here.

4. Any other ideas or suggestions about how to look at the principal's role in facilitating improvements?

Thank you.

BYLAE G

FASILITERINGSTYL - TABELLE

(INDICATION OF CHANGE FACILITATOR STYLE)

INDICATION OF CHANGE FACILITATOR STYLE

DIMENSIONS/ BEHAVIORS	RESPONDER	MANAGER	INITIATOR
Vision and Goal Setting	Accepts district goals as school goals	Accepts district goals but makes ad= justments at school level to accommodate particular needs of the school	Respects district goals but insits on goals for school that give priority to this school's student needs
	Allows others to generate the ini= tiative for any school improve= ment that is needed	Engages others in regular review of school situation to avoid any reduc= tion in school effective= ness	Identifies areas in need of improvement and initiates action for change
	Relies primarily on others for intro= duction of new ideas into the school	Open to new ideas and introduces some to faculty as well as allowing others in school to do so	Sorts through new ideas presented from within and outside the school and implements those deemed to have high promise for school improve= ment in designated priority areas
	Future goals/ direction of school are deter= mined in response to district level goals/ priorities	Anticipates the instruc= tional and management needs of school and plans for them	Takes the lead in identifying future goals and priorities for the school and for accomplishing them

DIMENSIONS/ BEHAVIORS	RESPONDER	MANAGER	INITIATOR
Vision and Goal Setting	Responds to teachers', students' and parents' interest in terms of goals of school and district	Collaborates with others in reviewing and identifying school goals	Establishes framework of expectations for the school and involves others in setting goals within that framework
Structuring the School as a Work Place	Grants teachers much autonomy and independence and allows them to provide guidelines for students	Provides guidelines and expectations for teachers and parents to maintain effective operation of the school	Sets standards and expects high performance levels for teachers, students and self
	Ensures that school and district policies are followed and strives to see that disruptions in the school day are minimal	Works with teachers, students and parents to maintain effective operation of the school	Establishes instructional programs as first priority; personal and collaborative efforts are directed at supporting that priority
	Responds to requests and needs as they arise in an effort to keep all involved persons comfortable and satisfied	Expects all involved to contribute to effective instruction and management	Insists that all persons involved give priority to teaching and learning
	Indefinitely delays having staff do tasks if it is perceived staff are overloaded	Contends that staff are already very busy and paces request and task loads accordingly	Will knowingly sacrifice short term feelings of staff if doing a task now is necessary for the success of longer term school goals

DIMENSIONS/ BEHAVIORS	RESPONDER	MANAGER	INITIATOR
Structuring the School as a Work Place	Allows school norms to evolve over time	Helps esta= blish and clarify norms for the school	Establishes, clarifies and models norms for the school
Managing Change	Accepts district expectations for change	Meets dis= trict ex= pectations for changes required	Accommodates district ex= pectations for change and pushes adjust= ments and additions that will benefit his/her school
	Sanctions the change process and attempts to resolve conflicts when they arise	Maintains regular involvement in the change process sometimes with a focus on management and at other times with a focus on the im= pact of the change	Directs the change process in ways that aim toward effective innovation use by all teachers
	Relies on information provided by other change facillita= tors, usually from outside the school for knowledge of the innovation	Uses infor= mation from a variety of sources for gaining knowledge of the innova= tion	Seeks out infor= mation from teachers, district personnel and others to gain an understanding of the innovation and its demands

DIMENSIONS/ BEHAVIORS	RESPONDER	MANAGER	INITIATOR
Managing Change	Develops minimal knowledge of what use of the innovation entails	Becomes knowledgeable about general use of the innovation and what is needed to support use	Develops sufficient knowledge about use to be able to make specific teaching suggestions and troubleshoot problems that may emerge
	Communicates expectations relative to change only in very general terms	Informs teachers that they are expected to use the innovation	Gives teachers specific expectations and steps regarding use of the innovation
	Monitors change effort primarily through brief, spontaneous conversations and unsolicited reports	Monitors the change effort through planned conversations with individuals and groups and informal observations of instruction	Closely monitors the change effort through classroom observation, review of lesson plans and student performance
	Information gained through monitoring may or may not be discussed with a teacher	Information gained through monitoring is discussed with teachers and compared with expected behavior	Information gained through monitoring is led back directly to teachers, compared with expected behavior and a plan for next steps including improvements is established
Collaborating and Delegating	Ideas are registered by every staff member with one or two most heavily influencing the ultimate flow	Ideas are offered by both staff and the principal and consensus is gradually developed	Ideas are sought from teachers as well as their reactions to principal's ideas; then priorities are set

DIMENSIONS/
BEHAVIORS

RESPONDER

MANAGER

INITIATOR

Collaborating and Delegating

Allows others to assume responsibility for the change effort

Tends to do most of the intervening on the change effort but will share some responsibility

Will delegate to carefully chosen others some of the responsibility for the change effort

Those who assume responsibility have considerable autonomy and independence

Coordinates responsibilities and stays informed about how others are handling their responsibilities

Establishes first which responsibilities will be delegated and how they are to be accomplished, then monitors closely the carrying out of tasks

Those who assume responsibility are more likely to be from outside the school e.g. district facilitators

Others who assume responsibility may come from within or from outside the school

Others who assume responsibility are likely to be from within the school

Decision Making

Accepts the rules of the district

Lives by the rules of the district but goes beyond minimum requirements

Respects the rules of the district but determines behavior by what is required for maximum school effectiveness

As the deadlines approach makes those decisions required for ongoing operation of the school

Actively involved in routine decision-making relative to instructional and administrative affairs

Routine decisions are handled through established procedures and assigned responsibilities. Non-routine decisions are handled with dispatch following solicitation of teacher ideas

DIMENSIONS/ BEHAVIORS	RESPONDER	MANAGER	INITIATOR
Decision Making	Decisions are influenced more by immediate circumstances of the situation and formal policies than longer term consequences	Decisions are based on the norms and expectations that guide the school and the management needs of the school	Decisions are based on the standards of high expectations and what is best for the school as a whole, particularly learning outcomes and the longer term goals
	Allows all interested parties to participate in decision making or to make decisions independently	Allows others to participate in decision making, but maintains control of the process through personal involvement	Allows others to participate in decision making and delegates decision making to others but within carefully established parameters related to goals and expectations
Guiding and Supporting	Believes teachers are professionals and leaves them alone to do their work unless they request assistance or support	Believes teachers are a part of total faculty and establishes guidelines for all teachers for involvement with the change effort	Believes teachers are responsible for developing the best possible instruction and establishes expectations consistent with this view
	When requests for assistance or support are received, attempts to respond in a way that is satisfying to one who made the request	Monitors the progress of the change effort and attempts to anticipate needed assistance and resources	Anticipates the need for assistance and resources and provides support as needed whether or not required and sometimes in advance of potential blockages

DIMENSIONS/
BEHAVIORS

RESPONDER

MANAGER

INITIATOR

Guiding and
Supporting

Relies on
teachers to
report how
things are
going and
to share
any major
problems

Maintains
close con=
tact with
teachers
and the
change
effort in
an attempt
to identify
things that
might be
done to
assist
teachers
with the
change

Collects and uses
information from
a variety of
sources to
monitor the
change effort and
to plan interven=
tions that will
increase the
probability of a
successful,
quality imple=
mentation

Relies on
whatever
training is
available
with the
innovation
to develop
teacher's
knowledge
and skills

In addition
to the
regularly
provided
assistance,
seeks and
uses sources
within and
outside the
school to
develop
teacher
knowledge
and skills

Takes the lead in
identifying when
teachers have
need for in=
creased know=
ledge and skills
and will see that
it is provided
most likely using
the personnel and
resources from
within the
building

Provides
general
support for
teachers as
persons and
as pro=
fessionals

Support is
directed to
individuals
and sub=
groups for
specific
purposes
related to
the change
as well as
to provide
for their
personal
welfare

Provides direct
programmatic
support through
interventions
targeted to
individuals and
the staff as a
whole

DIMENSIONS/ BEHAVIORS	RESPONDER	MANAGER	INITIATOR
Guiding and Supporting	Tries to minimize the demands of the change effort on teachers	Modifies demands of the change effort to protect teachers from perceived overloads	Keeps ever present demands on teachers for effective implementation
Structuring their Leadership Role	Sees role as administrator	Sees roles as avoiding or minimizing problems so instruction may occur	Sees role as one of ensuring school has strong instructional program and that teachers are teaching and students are learning
	Maintains low profile relative to day-to-day operation of school	Is very actively involved in day-to-day management	Directs the ongoing operation of school with emphasis on instruction through personal actions and clearly delegated responsibilities
	Identification and accomplishment of tasks are determined by the opinions and concerns presented	Is consistent in setting and accomplishing tasks and does much of it himself/herself	Identified and accomplished tasks are consistent with school priorities but responsibility may be delegated to others

DIMENSIONS/
BEHAVIORS

RESPONDER

MANAGER

INITIATOR

Structuring
their
Leadership
Role

Maintains a
general
sense of
"where the
school is"
and how
teachers
are feeling
about
things

Is well in=
formed about
what is
happening in
the school
and who is
doing what

Maintains
specific know=
ledge of all
that is going on
in the school
including class=
rooms through
direct contact
with individual
teachers and
students

Responds to
others in a
manner in=
tended to
please them

Responds to
others in a
way that
will be
supportive
of the
operation
of the
school

Responds to
others with
concern but
places student
priorities
above all
else