



Verw. : Vaslegging van Huiswerk 2019
Dept. : Kommunikasie
Kontak : Mev. H. Koen
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Geagte Ouers

INTERMEDIËRE EN SENIOR FASE TUISWERKVASLEGGING

Ter wille van goeie orde en duidelikheid, sien onderstaande beleid.

IFSEN: TUISWERKVASLEGGING

Tuiswerk is deel van die onderrig- en leeraktiwiteite van skoolopleiding en vereis effektiewe bestuur deur skoolhoofde, onderwysers, ouers en leerders. Tuiswerk behoort geen las te wees vir die leerders, die onderwyser of die ouers nie.

Definisie:

Onder tuiswerk kan verstaan word dat dit vaslegging tuis, waarvoor leerders opdragte van die onderwyser ontvang, wat as 'n verlenging van die klaskamerwerk dien en wat tot hulle leeraktiwiteite sal bydra, ingesluit. Tuiswerk kan ook gesien word as deel van die vennootskap tussen huis en skool waar die leerder se leer en ontwikkeling ondersteun word.

Beredenering:

Vasleggingswerk help om leer in die klaskamer te komplementeer en in te skerp, om goeie lewenslange leer- en studiegewoontes te vestig, en verskaf 'n geleentheid vir leerders om vir hulle eie leer verantwoordelik te wees.

Ouderdom- en ontwikkelingsgepaste huiswerkvaslegging en ouerlike belangstelling behoort te help om die leerder se leer te verbeter.

Tuiswerk kan die band tussen die huis en die skool verstewig deur die ouers op 'n betekenisvolle manier by hulle kinders se opvoeding te betrek. Tuiswerktake behoort kinders nie te verhoed om deel te neem aan naskoolse aktiwiteite wat leerders se vaardighede, belangstelling en talente verbeter, soos atletiek, musiek en dans nie.

Die verskillende soorte tuiswerkvaslegging:

Die volgende soorte word aanbeveel:

- Vaslegging ter wille van inoefening
Bv. lees vir ouers, die vind van voorbeelde van nuwe kennis in die praktyk en verdere ondersoek na onderwerpe wat in die klas bespreek is.
- Vaslegging ter wille van verwerking van kennis
Bv. die lees van tekste as voorbereiding vir die volgende dag se klas en die lees van navorsingsverwante artikels. Opsomming van werk behandel ter eksamenvoorbereiding.
- Vaslegging om navorsingsvaardighede te ontwikkel en te verfyn
Die kind ontwikkel die vermoë om onafhanklik te werk, terwyl vorige leer toegepas word.

TUISWERK BINNE DIE KONTEKS VAN DIE NASIONALE KURRIKULUM

Die doel van die tuiswerkvaslegging sal afhang van die vak en die besondere graad van die leerder. Die vaslegging moet uiteindelik die leerders help om die kennis, vaardighede, selfvertroue en motivering te ontwikkel om doeltreffend op hulle eie te studeer, wat belangrik is vir lewenslange leer. Departementele boeke (DBO) is slegs ter vaslegging.

Grondslagfase

Lees gereeld saam met ouers en oefen vaardighede wat in die klas onderrig is. Jonger leerders mag meer bystand van ouers benodig om vaslegging te voltooi, maar hulle behoort geleidelik 'n onafhanklike benadering te ontwikkel na gelang hulle deur die grade op skool beweeg.

Intermediêre Fase: GR. 4 – 6

'n Kombinasie van vaslegging wat daarop fokus om nuwe vaardighede in te oefen en met nuwe kennis op 'n onafhanklike vlak om te gaan.

Senior- en VOO-Fase

Vaardighede wat insluit die versameling van inligting, mondelinge en geskrewe opdragte en onafhanklike studie; voorbereiding vir 'n volgende les op die toepassing van vaardighede, bv. verwysingsmateriaal, of om aan 'n projek te werk.

Tye wat vir tuiswerk aanbeveel word

Die verantwoordelikheid vir tuiswerk moet geleidelik toeneem na gelang leerders deur die verskillende grade op skool vorder.

Volgens navorsing word ongeveer tien minute tuiswerk per dag aanbeveel, beginnende in graad een met tien minute byvoeging vir elke graad.

Die tyd bestee aan tuiswerk hou egter verband met faktore soos:

- * die werkspoed van die individuele leerder;
- * konsentrasievermoë en aandagspan;
- * tye reeds bestee aan gegewe opdragte;
- * ander persoonlike omstandighede en vaardighede.

Die rol van ouers:

Ouers behoort:

- die belangrikheid van tuiswerk as deel van die kind se skoling te verstaan;
- te besef dat ouers se positiewe houding, belangstelling en aktiewe betrokkenheid by tuiswerk kan bydra om leerders te laat besef dat leer pret en die moeite werd is;
- so veel as moontlik vir hulle kinders voor te lees en saam met hulle te lees;
- hulle kinders aan te moedig om hulle tuiswerk en die terugvoer van opvoeders met hulle te bespreek;
- opvoeders te help om tuiswerk te monitor deur voltooid opdragte te onderteken wanneer dit versoek word en om ook bewus te wees van die hoeveelheid huiswerk wat gegee is;
- met opvoeders enige bekommernisse te bespreek aangaande die aard van tuiswerktake, hulle kinders se benadering tot tuiswerk, of die manier waarop die tuiswerk geëvalueer word;
- hulle kinders se selfvertroue te versterk met volop lof en aanmoediging, aangesien selfvertroue lewensbelangrik is vir leeraksie;
- met hulle kinders te gesels oor wat hulle lees of skryf en hulle betrek by iets soos die opstel van 'n kruidenierslys; skryf van instruksies en vertel van fiksiestories.
- ondersteunend te wees, maar moet onthou dat, terwyl daar toesig oor tuiswerk moet wees, die tuiswerk nie vir die leerder gedoen moet word nie;
- nooit toe te laat dat tuiswerk 'n emosionele slagveld word vir hulle en hulle kinders nie, maar behoort dit 'n vrugbare leerervaring vir die kind te maak.

Die rol van die leerders:

Die leerders behoort:

- bewus te wees van die skool se tuiswerkbeleid en die verantwoordelikheid daarvoor selfstandig te aanvaar;
- hulle tydsbesteding so doeltreffend te organiseer dat daar genoeg tyd is om die take suksesvol te voltooi;
- tuiswerk in die voorgeskrewe boek aan te teken wat altyd netjies in die skoolsak gehou word en dit nie op los stukkies papier te skryf nie; (Gr. 4 – 7)
- te leer om hulle eie werk na te gaan vir agterlosige foute en werk in te handig wat getuig van deeglike aandag aan detail en gehalte;
- tuiswerktake te voltooi en in te lewer op die verlangde datums soos op die werkstuk aangedui is; en

- hulp by onderwysers en ouers te soek wanneer hulle probleme met die vaslegging ondervind.

Slotsom:

Laerskool Eversdal sal daarna strewende om huiswerk op 'n redelike en billike wyse te administreer sodat dit nie te maklik of te moeilik, te verwarrend of te vervelig vir die leerders is nie.

**MEV. H. KOEN
KURRIKULUM: IFSEN**

**MNR. H.L. ARANGIES
LAERSKOOLOVERSKOON: SKOOLHOOF**



Ref : Consolidation of Homework 2019
Dept. : Communication
Contact: Mrs H. Koen
Date : 9 January 2019

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Dear Parents

INTERMEDIATE & SENIOR PHASE HOMEWORK CONSOLIDATION

We kindly request your co-operation in the following:

IFSEN HOMEWORK CONSOLIDATION

Homework is a portion of the teaching and learning activities of schooling and requires effective management by principals, educators, parents and learners.

Definition:

Homework may be understood to be the consolidation of work which learners are instructed to do by the educator, as an extension of classwork, which will contribute to their learning. Homework can also be seen as part of the partnership between home and school in supporting the learners' education and development.

Rationale:

Consolidation assists by continuing and reinforcing classroom learning; they foster good life-long learning and study habits and provide an opportunity for learners to take responsibility for their own learning. Age, developmentally appropriate homework consolidation and parental interest and support should help to improve the learners' learning.

Homework can strengthen the link between home and school by involving parents in a meaningful way in their children's education.

Homework should not prevent children from taking part in out of school activities which improve their skills and extend their interests and talents; such as athletics, music and dance.

Examples of homework consolidation:

The following are recommended:

- Consolidation to Practise
E.g. reading with parents, finding examples of newly acquired knowledge and further the investigation of topics discussed in class.
- Consolidation in preparation to acquire knowledge
E.g. read texts in preparation for the following day's lesson, as well as the reading of research-related articles. Consolidating work in a summary for examination purpose.
- Consolidation to develop the skills to do research
The child develops and refines research skills, as well as the ability to work independently, whilst applying previous learning.

Homework within the context of Learning and National Curriculum:

The purpose of the homework consolidation will depend on the Learning Area and the specific grade of the learner. The consolidation should ultimately assist learners to develop the knowledge, skills, confidence and motivation to study effectively on their own, which is important for life-long learning. Departmental workbooks (DBE) are only for consolidation.

Foundation Phase – Regular reading with parents and practising skills which were taught in class. Younger learners may need more assistance from parents to complete homework, but they should gradually develop an independent approach as they move through the grades.

Intermediate Phase – A combination of consolidation and focusing on practising new skills and interacting with newly acquired knowledge, on an independent level.

Senior and FET Phase – Consolidation which include accessing information; oral or written work; independent study; preparation for a coming lesson or application of skills, e.g. reference material or working on a project.

Recommended times for homework:

Responsibility for homework should gradually increase as the learners move through the different grades. Research suggests approximately ten minutes of homework per day, starting in grade one.

The time spent on homework depends on the following factors.

- the work speed of the individual learner;
- concentration span and ability to pay attention;
- time already spent on the given assignments;
- other personal circumstances and skills.

The role of parents:

- understand the importance of homework as part of the child's schooling;
- know that the positive attitudes, interest and active involvement of parents in homework can help to teach learners that learning is fun and worth the effort;
- read to, and with, their children as much as possible;
- encourage their children to discuss their homework and feedback from the educators with them;
- assist educators in monitoring homework, by signing completed work when requested and also being aware of the amount of homework given;
- discuss with educators any concerns about the nature of the homework, their children's approach to homework, or the manner in which the homework is evaluated;
- strengthen their children's confidence with much praise and encouragement, as confidence is vital to learning;
- talk to their children about what they read or write, or even involve them, e.g. in writing of the grocery list;
- be supportive but remember that, while supervision of homework is needed, it should not be done for the learner; and
- never allow homework to become an emotional battle ground between yourself and your child/ children, but make it a fruitful learning experience for the child.

The role of the learners:

- they must be aware of the school's homework policy and take responsibility for it.
- organize their time effectively to ensure that they have sufficient time to complete their tasks successfully; writing directions and retelling stories read.
- write homework in the prescribed book (Gr. 4 – 7), which should always be kept neatly in a school bag, and not on loose pieces of paper;
- learn to check their own work for careless mistakes and submit work which reflects careful attention to detail and quality;
- complete and return homework tasks by the due dates indicated on the homework instruction sheet; and
- seek assistance from educators and parents when they experience difficulties with the homework.

Conclusion:

Eversdal Primary School will strive to administer homework at a reasonable and appropriate level so that it is not too difficult, too easy, too confusing or too boring for our learners.

MRS H. KOEN
CURRICULUM: INTERSEN

MR H.L ARANGIES
EVERSDAL PRIMARY SCHOOL: HEADMASTER