INSIG | SAOU | INSIGHT

PROFESSIONELE ONTWIKKELING

PROFESSIONAL DEVELOPMENT

Insig 12 Insight 12
2016/11/22

INKREMENTELE IMPLEMENTERING VAN AFRIKATALE

Die Departement van Basiese Onderwys het op Donderdag 17 November Omsendskrywe S7 van 2016 gesirkuleer waarin die inkrementele implementering van Afrikatale bevestig word. Dit word as strategie gestel en die versoek is dat alle skole wat nie tans 'n Afrikataal aanbied nie, teen 2019 'n Afrikataal sal aanbied. Om die volledige omsendskrywe te lees, Kliek Hier.

BEPALING VAN OPLEIDINGSBEHOEFTES

Die SAOU wil u graag herinner aan die behoefte vraelys waarmee ons wil poog om nie net doeltreffend te wees met opleiding nie, maar om ook ons lede se stem te hoor rakende hul versoeke (Insig 11 van 2016). 'n Lys van opleidingsmoontlikhede word hiermee aan u voorgehou. Vir meer gedetailleerde inligting rakende die opleiding, lees verder hieronder. Om die vraelys te besigtig en u keuse uit te oefen, Kliek Hier.

U insette sal ons in staat stel om die opleiding doelgerig en sinvol aan te bied. Dui asseblief u tipe skool aan en kies SLEGS DRIE temas.

Dankie aan almal wat tot dusver 'n keuse uitgeoefen het.

KONSEPBELEIDSDOKUMENT EN LEERPROGRAMME VIR KINDERS WAT ERG VERSTANDELIK GESTREM IS

'n Vriendelike herinnering aan u insette rakende bogenoemde beleid (Insig 10 van 2016). Stuur asseblief u kommentaar aan Marietjie le Roux by mleroux@saou.co.za teen 28 November 2016. Die konsepdokumente kan afgelaai word van die volgende webadres:

http://www.education.gov.za/resources/legislation/callforcomments/draftpolicyfortheprovisionofqualityeducationandsupporttochildrenwithdisability.aspx

INSIG | SAOU | INSIGHT

PROFESSIONELE ONTWIKKELING

PROFESSIONAL DEVELOPMENT

Insig 12 Insight 12
2016/11/22

INCREMENTAL IMPLEMENTATION OF AFRICAN LANGUAGES

The Department of Basic Education has confirmed the incremental implementation of African Languages via a circular on Thursday, 17 November 2016. It is seen as a strategy and schools are reminded that IIAL has to be offered by all schools by 2019. To read the circular, Click Here.

DETERMINATION OF TRAINING NEEDS

The SAOU would like to remind you of the questionnaire with regards to your training needs and also to hear our members' voice regarding their requests (Insight 11 of 2016). A list of training opportunities is hereby presented to you. For more detailed information on the training, read below. To view and complete the questionnaire, Click Here. Your input will enable us to offer purposeful and meaningful training.
Please indicate your type of school and choose THREE themes only.
Thank you to everyone who has already indicated their preference.

DRAFT POLICY AND LEARNING PROGRAMME FOR THE PROVISION OF QUALITY EDUCATION AND SUPPORT TO CHILDREN WITH DISABILITY

A friendly reminder for your input with regards to above mentioned draft policy. Please send your input to Marietjie le Roux at mleroux@saou.co.za by 28th of November 2016. The documents can be viewed and downloaded on the following website:

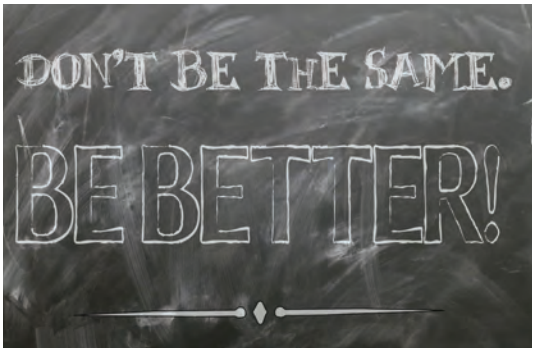
http://www.education.gov.za/resources/legislation/callforcomments/draftpolicyfortheprovisionofqualityeducationandsupporttochildrenwithdisability.aspx

PROFESSIONELE ONTWIKKELING
OPLEIDINGSINISIATIEWE 2017

Kleuterskole en Laerskole

Gr R: Professionele Uitdagings Vir Graad R Personeel In Aanloop Tot 2019

Wat beteken professionele optrede vir Graad R opvoeders? Hierdie bemagtigingsgeleentheid gee meer inligting aan Graad R opvoeders rakende hulle rol in die Grondslagfase en watter beleidsdokumente op Graad R van toepassing is. Verdere riglyne rakende identifisering en hantering van leerders met visuele en ouditiewe uitvalle in die klaskamer word gegee. Wenke hoe om die realiteite van multi-kulturele onderrig te maak werk in 'n Graad R klas. Die opleiding bied 'n toekomsblik op Graad R klasse en opvoeders in aanloop tot 2019 se verpligte Graad R onderrig.
Alle Gr R en 1 opvoeders, departementshoofde en skoolhoofde sal baat vind by hierdie kursus.



Laerskole: Die X-Faktore van Leierskap in Suksesvolle Skole

Die soeke na die X-faktore wat sukses in laerskole waarborg, het die fokus opnuut geplaas op professionele optrede en gefokusde leierskap van die hoof/skoolbestuur.

- Die volgende aspekte word met bemagtiging aangespreek:
- Erkenning binne skoolstrukture en die invloed van wedersydse vertroue, lojaliteit, werksetiek en 'n positiewe gedragskultuur
- Die rol van ouers, die gemeenskap en die beheerliggaam
- Eienaarskap - Ek WIL hier werk versus ek MOET hier werk
- Suksessiebeplanning, uitgebreide leierskapstrukture en personeelontwikkeling
- Mentorskap- en internskapprogramme
- Dink uit die boks! Klasindelings en huiswerk
- Dissipline en waardes
- Die rol van voederskole
- Beleide, CAPS en afhandeling van die kurrikulum

Hoofde, skoolbestuurspanne en opvoeders wat aspireer na leierskapposisies sal waardevolle pitkos kry

Skryfvaardighede in die Grondslagfase

Moet ouers hul kinders leer skryf in Graad R? Watter rol kan ouers wel speel in die voorbereiding van hul kinders se skryfvaardighede? Watter boustene en voorbereiding is bepalend vir suksesvolle skryfvaardighede? Het lopende skrif nog bestaansreg in skole? Met hierdie opleiding word die verskillende fases van skryf deurgetrap.
Opvoeders in die hele Grondslagfase sal baat vind by hierdie opleiding.

Die Soomlose Oorgang van verskillende Fases in die Laerskool

Laerskoolopvoeders voel toenemend druk van veral ouers rakende kinders se hantering van 'n nuwe fase en gepaardgaande akademiese en emosionele druk wat ervaar word. Wat is die geïdentifiseerde probleme? Hoe kan die slaggate vermy word? Wat is die rol van ouers, opvoeders, leerders maar veral ook die skoolbestuur? Bewyse dat dissipline, eenvormige klaskamerpraktyk en geslaagde kommunikasie die professionele optrede en werksetiek van opvoeders bevorder.
Gr 3, 4, 6, 7 opvoeders, graadhoofde en departmentshoofde/ hoofde sal die inligting waardevol vind.

Skoolgereedheid en Gr R

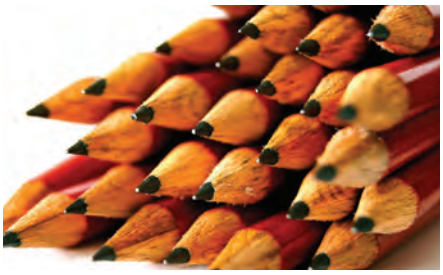
Realiteite van skoolgereedheid en watter skryfvaardighede in die gereedmakingsproses aangespreek moet word. Graad R opvoeders se verwagtinge aan ouers rakende kleuters se emosionele, sosiale en fisiese ontwikkeling word beklemtoon.

Kleuterskole en Laerskole

Die Betekenisvolle Oorgang van Gr R na 1

Die verskillende hantering van Graad R en 1 leerders word uitgelig. 'n Indiepte hantering van die verwagtinge en eise wat aan opvoeders gestel word help ook om die verantwoordelikhede van ouers in perspektief te plaas.

Opvoeders wat Graad R en 1 leerders onderrig sal baat vind by hierdie opleiding.



Die Rol en Pligte van die Departementshoof in die Laerskool

Temas wat hanteer word sluit in: Leierskap, bestuur, mentorskap, organisasie, beleide, kommunikasie, kontrole, assessering, professionele etiek en die hantering van konflik.

Verrykend vir vakhoofde, departementshoofde of senior onderwysers wat aspireer na bevorderingsposte.

Suksesvolle Skole Bou op die Insette van Suksesvolle Ouers (Oueraande)

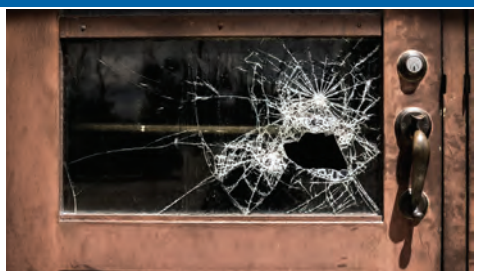
Kinders se skoolloopbaan begin tuis! Die verantwoordelikhede van ouers word pertinent aangespreek. Wat is die rol van familietradisies, waardes en kommunikasie in ouerhuise. Emosionele- /sosiale en konflikvaardighede is die boustene van sukses. Leerders se onvermoë om hierdie vaardighede te demonstreer lei tot 'n blywende agterstand en hul kans op sukses word beduidend beïnvloed. 10 goue reëls wat in elke kind se gereedskapskissie moet wees, is deel van die bemagtigingsessie vir alle ouers.

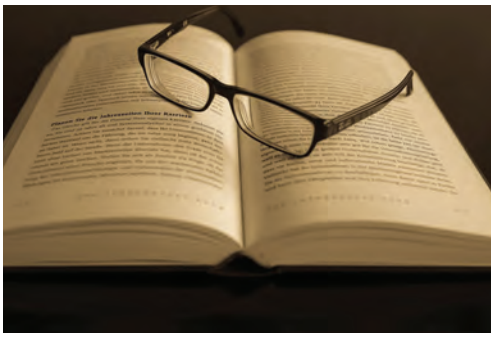
Hoërskole

Die hantering van dissipline in die klaskamer

Praktiese wenke in terme van wat jy nie moet doen nie. Die kursus lig uit wat wel wettiglik gedoen kan word om dissipline te handhaaf. Veel belangriker help hiérdie kursus met praktiese wenke om die dissipline in die klaskamer op die korrekte wyse te hanteer. Die kursus fokus verder op professionele optrede en etiek in die onderwys.

Toepaslik vir laer-en hoërskool onderwysers.





Moets, moenies: progressie, promosie en kondonering

Die beleidsveranderinge met betrekking tot :

- Kriteria en prosedure wat geld ten opsigte van die beleid van progressie veral in die VOO fase.
- Verder is daar ook belangrike veranderinge in terme van die toepassing en prosedure tydens die punte aanpassing wat mag plaasvind aan die einde van die jaar ten opsigte van die Senior Fase.
- Nuutste wysiging van beleid tov van vakkombinasies en vakveranderinge word ook hanteer.

Toepaslik vir alle laer- en hoërskool personeel.

Slaggate in terme van die oorgang van primêre na sekondere skool

Heelwat navorsing is gedoen oor hierdie belangrike oorgangstadium. Die behoeftes van leerders tydens die oorgangsfase word geïdentifiseer en praktiese wenke word gedeel in die ondersteuning van leerders tydens hierdie belangrike oorgangsfase.

Hierdie kursus kan waarde toevoeg aan skoolbestuur, graadhoofde en onderwysers. Veral aan personeel wat gemoeid is met Gr 7 of Gr 8 leerders.

Take en verpligtinge van die HOD en Vakhoofde in die Hoërskool

Temas wat hanteer word sluit in: Leierskap, bestuur, mentorskap, organisasie, beleide, kommunikasie, kontrole, assessering, professionele etiek en die hantering van konflik.

Verrykend vir vakhoofde, departementshoofde of senior onderwysers wat aspireer na 'n bevorderingspos.

Hoërskole

Die Beginner onderwyser

Die volgende temas word hanteer wat praktiese en bruikbare wenke insluit:

- Vernaamste beleide word hanteer wat ook generiese gedeeltes van die KAV (CAPS) dokumente insluit.
- Hantering van die registerklas
- Handhawing van dissipline in die klaskamer
- Lesbeplanning en aanbieding
- Formele en informele assessering
- Professionele etiek en die hantering van konflik.

Toepaslik vir laer- en hoërskoolonderwysers aan die begin van hulle loopbaan.

Hoërskole: Die rol van leierskap in suksesvolle skole (N.a.v. die Skolenavorsingsprojek)

Aspekte wat onder andere gedek word sluit in:

- Professionele optrede en gefokusde leierskap van die hoof en skoolbestuur
- Wat is die X-faktor van top-presterende skole?
- Dissipline en waardes
- Wedersydse vertroue en lojaliteit
- Vakdifferensiasie en die gedagte van akademies
- Die rol van ouers, die gemeenskap en die Beheerliggaam in terme van sukses
- Mentorskap en internskap programme

Hoofde, skoolbestuurspanne en onderwysers wat aspireer vir leierskapposisies sal baat vind by hierdie kursus.

OLSOB

Gedragsprobleme as Manifestasie van Algemene Leerhindernisse en Sekere Ernstiger Toestande/Versteurings

Die hantering van gedragsprobleme bly problematies. Hoe moet gedragsprobleme gesien en hanteer word teen die agtergrond van ‘n leerhindernis of die manifestasie van ernstiger toestande/ versteurings? Die drie-ure kursus gee ‘n kort oorsig oor die manifestasie van gedragspatrone by algemene toestande en bespreek realistiese vs onrealistiese verwagtinge. Gedragsmodifikasie strategieë, die waarde van ondersteuning vs strafmaatreëls word hanteer, sowel as praktiese wenke om kommunikasie met ouers te versterk en die deurvoer van die individuele ondersteuningsplan na die ouerhuis.

Alle onderwysers is welkom.

Taal en Kommunikasie Hindernisse

Die werkswinkel bied ‘n kort oorsig oor tipiese toestande/ versteurings wat hiermee geassosieer word, en fokus op onderrigstrategieë en leer- en onderrighulpmiddels.

Die praktiese werkswinkel duur 3 ure en alle onderwysers is welkom.

Werkswinkels aan Skole wat die Nuwe SID, MID en Beroepsvaardigheidsleerplanne Implementeer

Werkswinkels sal aangebied word in Gauteng, Wes-Kaap, Vrystaat en Oos-Kaap.

- Die werkswinkel gee ‘n generiese oorsig oor die beleidsraamwerk waarvolgens die leerplanne geimplementeer word. Kursusgangers sal ook gehelp word met praktiese elemente soos die uitwerk van ‘n rooster. Wegbreeksessies sal fokus op die vakinhoudelike asook assesseringsvereistes.
- Die duur van die werkswinkel is 7 ure.

Alle onderwysers by Spesiale Skole, asook die bestuur van die skool sal baat vind by die werkswinkels.

PROFESSIONAL DEVELOPMENT
TRAINING INITIATIVES 2017

Pre-Primary and Primary Schools

Gr R: Professional Challenges for Gr R Educators in the run-up to 2019

What does professional conduct for Grade R educators mean? This empowerment opportunity informs Grade R teachers about their role in the Foundation Phase. It also discusses the policies that apply to Gr R. Guidelines will be given on how to identify learners in the classroom who have visual and auditory dysfunction and how to deal with these special needs. Tips on managing/ facilitating multi-cultural education in Gr R will also be discussed. This training provides a sharply focused glimpse of the Grade R class and teacher and what can be expected leading up to the implementation of compulsory Gr R education in 2019.

All Gr R and 1 educators, HODs and principals will benefit from this course.

Writing in the Foundation Phase

Should parents of Grade R learners teach their children to write? What is the role that parents play in preparing their child's writing skills? What are the building blocks and preparation needed for successful writing skills? Do cursive writing skills still have a place in schools? In this training course the different stages of writing are explained.

All educators across the Foundation Phase will benefit from this training.

Meaningful Transition Between Different Phases in the Primary School

Primary school teachers are confronted with increasing pressure from parents on a daily basis regarding the managing of the new phase and associated academic and emotional stress being experienced by their child. What are the problems that we have identified? How can the pitfalls be avoided? What is the role of parents, educators, learners and especially school management in this situation? Evidence suggests that discipline, uniform classroom practice and effective communication, all promote professionalism and enhance the work ethics of staff.

Grade 3, 4, 6, 7 teachers, grade heads, HODs and principals will find this training highly valuable.

Primary Schools: The X-Factors of Leadership in Successful Schools

The quest for the X-factors that guarantee success in primary schools has once again placed the focus on the professional conduct and focused leadership of the principal and school management.

- The following aspects are addressed in this training:
- Recognition within school structures and the impact of mutual trust, loyalty, work ethics and a culture of positive behaviour
- The role of parents, the community and the governing body in terms of success
- Ownership – I WANT to work here versus I MUST work here
- Planning for success, extensive leadership structures and staff development
- Mentorship and internship programs
- Creative thoughts on homework and the grouping of learners in classes
- Discipline and values
- The role of feeder schools
- Policies, CAPS and completing the curriculum

Principals, school management teams and educators, aspiring to leadership positions, will benefit from this training.

Responsibilities of the HOD and Subject Heads in Primary Schools

Themes that will be addressed are leadership, management, mentoring, organization, policies, communication, monitoring, professional ethics and managing conflict.

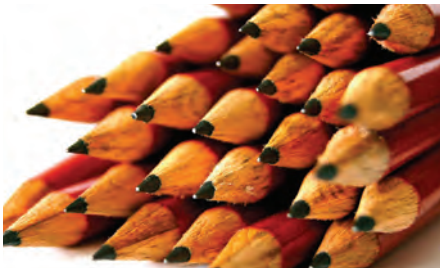
Enrichment for HODs and senior teachers aspiring to promotion.

Pre-Primary and Primary Schools

The Meaningful Transition of Gr R to Gr 1

The differences in teaching a Grade R and a Grade 1 learner are highlighted. A thorough appraisal of the expectations and demands placed on educators is aimed at defining the responsibilities of parents. *Educators teaching Grade R and Grade 1 learners will benefit from this training.*

Successful Schools Build on the Effort of Successful Parents (Parent Evenings)



A child's schooling starts at home! The responsibilities of especially parents are addressed. Do we realise the benefits of family traditions, values and communication at home? Emotional/social and conflict resolution skills are the building blocks of success and the learners' inability to demonstrate these skills can lead to a permanent deficit that significantly affects their chances of success. A toolbox with 10 golden rules that every child should have is part of what this empowerment session offers all parents.

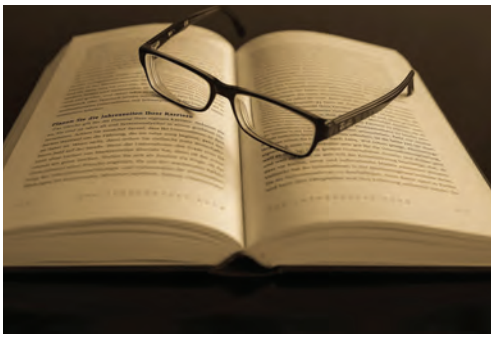
School Readiness and Gr R

The realities of school readiness and the necessary writing skills that need to be addressed in the preparation process will be discussed. The expectations of Grade R teachers and parents regarding a learner's emotional, social and physical development are particularly emphasized.

Secondary Schools

Dealing with discipline in the classroom

This course gives practical tips in terms of what you should not do. The course also highlights on how to deal with discipline in the classroom – professionally and legally. Professional conduct and ethics in education are given special emphasis.
Appropriate for primary and high school teachers.



Do's and don'ts: Progression, Promotion and Condonation

The policy changes with respect to:

- Criteria and procedures that apply to the policy of progression especially in the FET phase;
- Significant changes in terms of the application and procedure regarding the adjustment of marks at the end of the Senior Phase years.
- Latest policy regarding subject combinations and subject changes.

Appropriate for all primary and secondary school staff.

The novice teacher

The following topics are dealt with:

- Key policies which includes generic portions of the CAPS documents.
- Dealing with the register class
- Maintaining discipline in the classroom
- Lesson planning and presentation
- Formal and informal assessment
- Professional ethics and conflict resolution

Appropriate for primary and secondary school teachers at the beginning of their career.

Secondary Schools

Transition from primary to secondary schooling- the problems

Much research has been done on this important transition. The needs of learners are identified during the transition phase and practical tips on how to support learners during this important transition, are shared.

This course can add value to school management teams, principals and teachers. It is especially aimed at those who are involved with Grade 7 or Grade 8 learners.

Tasks and responsibilities of the HOD and subject heads in the high school

Themes covered are leadership, management, mentoring, organization, policies, communication, monitoring, assessment, professional ethics and conflict resolution.

Enriching for subject heads, departmental heads and senior teachers who aspiring to promotion.

Secondary Schools: The role of leadership in successful schools (Reflecting the Schools Research Project)

Aspects that are covered include:

- Professional conduct and focused leadership of the principal and school management
- What is the X-factor in top-achieving schools?
- Discipline and values
- Mutual trust and loyalty
- Subject differentiation and the idea of academies
- The role of parents, the community and the governing body in terms of success
- Mentorship and internship programs

Principals, school management teams and educators aspiring to leadership positions will benefit from this training.

LSEN

Behavior problems as manifestation of common Barriers to Learning as well as more severe conditions

Managing classroom discipline is a growing challenge. How should teachers deal with behavioural problems when the manifestation thereof is typical of a disability? This 3-hour workshop gives an overview of typical behaviour patterns linked to some general conditions and will also deal with realistic vs unrealistic expectations. Behavioural modification strategies will be covered as well as the value of restorative justice vs punishment. Tips on strengthening communication with parents, as well as parental participation through individual learner support plans, will also be highlighted.

All teachers are welcome to attend.

Language and Communication Impairments

The workshop will give a short overview of typical conditions associated with language impairments and will focus in particular on teaching strategies and learning and teaching support material.

All teachers will benefit from this practical 3-hour workshop.

Workshop for new Occupational Skills Curriculum

Workshops will be presented in Gauteng, Western-Cape, Free State and Eastern Cape.

The workshops will start with a generic session covering the policy framework underpinning the learning programmes.

Attendees will receive support with practical aspects such as timetabling.

Break away sessions will focus on subject specific information as well as assessment requirements. The duration of the workshop is 7 hours.

All teachers teaching in Special Schools, as well as members of the school management team, will benefit.