



# Noordwes Nuusbrief / North West Newsletter

## 07/2019

15/03/2019

### BEMAGTIGINGSGELEENTHEID EMPOWERMENT SESSION

#### POSITIEWE KLASKAMERBESTUUR EN DISSCIPLINE

Die evaluering van 2018 se opleidingsgeleenthede het duidelik gewys dat daar 'n groot behoefte onder onderwysers bestaan vir ondersteuning met betrekking tot klaskamerdisipline en bestuur.

Die SAOU luister graag na sy lede! Kom woon gerus ons dissipline bemagtigingsgeleentheid by. Tydens hierdie sessie gaan ons fokus op die volgende 3 aspekte van dissipline:

- Algemene en alternatiewe riglyne en wenke ten opsigte van klaskamerbestuur en dissipline;
- Die hantering van aggressiewe gedrag van leerders; en
- Die regte van die leerders, die regte van die opvoeders en hoe jy jousef as onderwyser behoort te beskerm.

#### POSITIVE CLASSROOM MANAGEMENT AND DISCIPLINE

The evaluation of 2018's training opportunities has clearly shown that there is a great need among teachers for support with regard to classroom discipline and management.

The SAOU is eager to listen to its members! We invite you to attend our discipline empowerment opportunity. During this session we will focus on the following 3 aspects of discipline:

- General and alternative guidelines and tips with regard to classroom management and discipline;
- Dealing with aggressive behaviour of learners; and
- The rights of the learners, the rights of the educators and how you should protect yourself as a teacher.

## ASSESSERING VIR LEER

Assessering is die stelselmatige, deurlopende proses van monitoring van die leerproses ten einde vas te stel wat ons goed doen en wat ons moet verbeter (Harper-Marnick, 1999).

Onderwysers moet verseker dat geskikte, voldoende en geldige assessering plaasvind. U moet egter kennis neem van die duidelike onderskeid tussen Assessering vir Leer (Formatiewe Assessering) en Assessering van Leer (Summatiewe Assessering) waarvoor spesifieke vereistes vir bevorderingsdoeleindes vasgestel is. Die onderwys owerhede stel die vereistes vir Assessering van Leer, maar Assessering vir Leer is die professionele verantwoordelikheid van die onderwyser.

Assessering en leer is onlosmaaklik vervleg, aangesien assessering bepaal of leer plaasgevind het, watter leer plaasgevind het en watter leer nog moet plaasvind. Die opvoeder bepaal die leerpad en die leertempo deur 'n verskeidenheid van assessering vir leerstrategieë en -tegnieke in die klas aan te wend.

Deurlopende assessering stel onderwysers in staat om in noue kontak van leerder behoeftes te bly en om die pas en reikwydte van lesse ooreenkomstig aan te pas – sodat remediëring en verryking volgens behoeftes voorsien kan word.

U word vriendelik uitgenooi na hierdie aanbieding om meer te leer oor assessering vir leer en praktiese idees vir die klaskamer.

## ASSESSMENT FOR LEARNING

Assessment is the systematic, on-going, iterative process of monitoring learning in order to determine what we are doing well and what we must improve. (Harper-Marnick, 1999).

Teachers must ensure that appropriate, adequate and valid assessment takes place. However, you must note the clear distinction between Assessment for Learning (Formative Assessment) and Assessment of Learning (Summative Assessment) for which specific requirements have been set for promotion purposes. While the education authorities set the requirements for Assessment of Learning, Assessment for Learning is the professional responsibility of the teacher.

Assessment, teaching, and learning are inextricably linked, as each informs the others. The educator determines the learning road and the tempo of learning by using a range of

Assessment for Learning strategies and techniques in the classroom. Assessment for Learning is the process of seeking and interpreting evidence for use by learners and their teachers to decide where the learners are in their learning, where they need to go and how best to get there.

You are cordially invited to this presentation to learn more about assessment for learning and practical ideas you can use in classroom.

Datum / Date: **15 April 2019**

Venue: **Rustenburg Laerskool, Rustenburg**

Registrasie / Registration: [Klik hier](#) / [Click here](#)

Datum / Date: **17 April 2019**

Venue: **Klipfontein Laerskool Lichtenburg, Lichtenburg**

Registrasie / Registration: [Klik hier](#) / [Click here](#)

Tyd / Time: **14:00 - 16:30**

Registrasie/Registration : 14:00 - 14:20

Opleiding/Training : 14:20 - 16:30

**KOSTE PER PERSOON / COST PER PERSON:**

*SAOU-lede word gesubsidieer omdat daar surplus fondse opgebou het weens die goeie bywoning van kursusse deur ons lede.*

*SAOU members are subsidised with surplus funds built up due to the good attendance of courses by our members.*

SAOU lede / members: R80

Nie-lede / Non-members: R160

Program: [Klik hier](#) / [Click here](#)

**Sluitingsdatum / Closing date: 8 April 2019**

**SAOU BANKBESONDERHEDE / BANKING DETAILS OF THE SAOU**

Naam van Rekening / Name of Account: SAOU

Naam van Bank / Name of Bank: ABSA Menlyn

Tipe rekening / Type of account: Tjek / Cheque

Rekening Nr / Account No: 2310 000 070

Takkode / Branch Code: 632005

NB : Verwysing op depositostrokie / NB : Reference on deposit slip:

Rustenburg: N15Apr + U skool se naam/name of your school

Lichtenburg: N17Apr + U skool se naam/name of your school

Die bewys van betaling, moet voor of op Maandag 8 April 2019 gestuur word na faksnommer 086 688 8478 of e-posadres [saounw@saou.co.za](mailto:saounw@saou.co.za).

Please send the proof of payment, before or on Monday 8 April 2019 to fax number 086 688 8478 or e-mail address [saounw@saou.co.za](mailto:saounw@saou.co.za).