



HUISWERKBELEID

HOMEWORK POLICY

HUISWERKBELEID

1. INLEIDING

- a. Huiswerkopdragte is deel van die onderrig-en leeraktiwiteite en moet goed bestuur word.
- b. Huiswerk moet sinvol aansluit by onderrig en leer.
- c. Die volgende is van belang wanneer daar na huiswerk verwys word:
 - i. Doel van die huiswerk
 - ii. Beginsels van effektiewe huiswerk.
 - iii. Toewysing van tyd
 - iv. Tipe huiswerkopdragte.

2. DIE DOEL VAN HUISWERK

- a. Bied die leerders 'n geleentheid vir inskerping van vaardighede, kennis en waardes wat by die skool geleer is.
- b. Bied die leerders die geleentheid om dit wat hulle geleer het toe te pas op ander voorbeelde oefeninge en opdragte.
- c. Ontwikkel gereelde en goeie studiegewoontes.
- d. Skep vir leerders geleenthede om hulle persoonlike inisiatief te toon en bestaande kennis toe te pas.
- e. Motiveer leerders om verantwoordelikheid te neem vir eie vordering.
- f. Stel leerders in staat om hulle eie vordering te meet en stel die onderwyser in staat om vas te stel of sy / haar onderrig effektief was.
- g. Bied 'n geleentheid aan leerders om tydsbestuur te doen.
- h. Bewerkstelling samewerking tussen skool en ouers. Ouers moet die leerders se huiswerkopdragte teken en raak sodoende betrokke by die leerders se werk.
- i. Om pligsgetrou huiswerkopdragte uit te voer ontwikkel eienskappe soos verantwoordelikheid, deeglikheid, entoesiasme en selfdissipline.
- j. Alhoewel huiswerk in die Grondslagfase 'n nie-verpligte aktiwiteit is, word dit hoofsaaklik gegee as vaslegging en uitbreiding van leerstof en vaardighede. Dit word ook as 'n uiters sinvolle aktiwiteit beskou om roetine, ordelikheid, beplanning, verantwoordelikheid en selfdissipline te help ontwikkel.

3. ONDERWYSERS SE VERANTWOORDELIKHEID

- a. Huiswerk moet 'n verlengstuk wees van dit wat in die klas gedoen is.
- b. Moet bekend wees vir leerders en duidelik uiteengesit word. Duidelike riglyne sal enige verwarring uitskakel.

- c. Kontroleer die huiswerk en gee terugvoering aan die leerders. Leerders kan self hulle werk kontroleer.
- d. Moenie huiswerk as 'n metode gebruik om leerders te straf nie, of net om hulle besig te hou nie.
- e. Die onderwyser moet 'n kollektiewe plan opstel wat aandui watter oefeninge, opdragte en take gegee gaan word as klaswerk en watter gegee gaan word as huiswerk en hoeveel tyd aan elke opdrag gespandeer behoort te word.
- f. Die huiswerk tydtabel moet deel vorm van die klas se tydtabel, sodat kontinue assessering verseker word.
- g. Onderwysers behoort duidelike riglyne te gee rakende elke huiswerk opdrag, asook die uitkomste wat die leerders wil bereik wanneer die huiswerk korrek voltooi word.
- h. Onderwysers skryf huiswerk baie duidelik op die huiswerkbord in die klas. Huiswerk word nie mondeling gegee nie. Gee leerders tyd om die huiswerk af te skryf.
- i. Kwaliteit teenoor kwantiteit: Dit is nie nodig om te veel oefeninge te gee om 'n nuwe konsep te konsolideer nie.
- j. Huiswerk moet hanteerbaar wees vir leerders. Vermy te veel geskrewe huiswerk vir die laer grade. Dit is belangrik dat leerders ook ontspanningstyd sal hê.

4. DIE OUER / VOOG SE VERANTWOORDELIKHEID

- a. Opvoeders behoort ouers / voogde gereeld in kennis te stel oor die vordering van hul kinders se huiswerk. Ingeligte ouers voogde sal beter bemaagtig wees om hulle kinders se huiswerk te monitor.
- b. Die ouer / voog behoort kennis te neem van die studiegids waarin leerders hulle huiswerk afskryf en vra waarmee hulle hulle kinders kan bystaan.
- c. Huiswerk moet so opgestel word dat leerders self verantwoordelikheid vir die voltooiing van die huiswerk sal aanvaar.

5. DIE LEERDER SE VERANTWOORDELIKHEID

- a. Huiswerk moet daagliks afgeskryf word in die studiegids. Dit bly die leerder se verantwoordelikheid om die huiswerk af te skryf en na die beste van hulle vermoë te voltooi.
- b. Leerders wat versuim om huiswerk te doen word volgens die voorskrifte in die "Gedragkode vir leerders" hanteer. 'n Huiswerkplakker word in die leerder se skrif geplak wat sy / haar ouers moet teken. Na die tweede plakker word 'n gedragkode inskrywing gemaak.

6. TYDSTOEWYSING

- a. Onderwysers moet baie realisties t.o.v. tyd wees wanneer huiswerk beplan word.
- b. Die volgende is 'n goeie riglyn vir die totale tyd wat 'n leerder aan huiswerk moet bestee per dag.
 - i. Intermediêre fase: 30 minute tot een uur.
 - ii. Seniorfase: een tot twee uur
- c. Indien leerders 'n navorsingsprojek kry om te voltooi, moet die opdrag ten minste twee weke voor die tyd aan die leerders gegee word.
- d. In die Grondslagfase is dit 'n nie-verpligte aktiwiteit, maar daar word gepoog om gereelde huiswerk (Maandag tot Donderdag) te gee binne die volgende tydstoekening: Gr. R: 10 min per dag (is meestal onthou-oefeninge); Gr 1: 15 minute per dag; Gr 2: 20 minute per dag; Gr 3: 20 minute per dag.

7. Tipes HUISWERKOPDRAGTE

- a. Beplanning van elke opdrag is belangrik.
- b. Die leerders moet weet as die opdrag deel van kontinue assessering uitmaak.
- c. Groepwerk word in die klas gedoen.
- d. Voorbeelde van tipes huiswerkopdragte.
 - i. Geïntegreerde huiswerk: Dit kan gedoen word d.m.v. werkkaarte. Hierdie huiswerk kan verskeie vrae of 'n probleemgesentreerde vrae bevat wat op die inhoud van toepassing is. Hier word van die leerder verwag om verskeie vaardighede toe te pas om die werkkaart te voltooi bv. Kortvrae; paragraaf tipe vrae; sketse, diagramme; kaartwerk en grafieke
 - ii. Inoefening huiswerk: Leerareas soos bv. Wiskunde en EBW benodig inoefening van sekere vaardighede, nl. Optel, aftrek, vermenigvuldiging en deling. In die tale word spelling ingeoefen. In Tegnologie kan sketswerk ingeoefen word.
 - iii. Memoriseringshuiswerk. Leerders leer werk waaroor daar 'n toets of eksamen geskryf word.
 - iv. Navorsing: Leerders moet navorsing doen en 'n taak saamstel. Assessering word gedoen m.b.v. 'n rubriek en leerders kry 2-3 weke om dit te voltooi. Die leerders doen die beplanning van die taak in die klas en word vir die beplanning geassesseer. Navorsingsbronne word klas toe gebring en genoeg tyd word gegee om die taak in die klas te voltooi. Indien die leerder sy taak tuis op die rekenaar wil tik en laat druk, moet dit ooreenstem met die beplanning deur die leerder in die klas gedoen. Die rofwerk word saam met die getikte taak ingehandig.

- v. Terugvoering: Daar mag van leerders verwag word om terugvoering te gee van sekere waarnemings wat gemaak is en ondersoek wat gedoen is.
- vi. Verwysingswerk: Dit sluit intensiewe lees in, observasie van 'n geleentheid, die versameling van inligting om leerders voor te berei vir die volgende les of as ondersteuning vir 'n les wat volg.
- vii. In die tale word die volgende huiswerkopdragte gegee:
- viii. Gesproke taal opdragte: Dit is aktiwiteite wat die leerders se vermoë ontwikkel om gesproke of gebarekommunikasiestrategie toe te pas.
- ix. Voorbereide toespraak: 'n Vorm van navorsing of ondersoek as 'n voorbereide aktiwiteit.
- x. Verslag: Leerders lewer 'n verslag op 'n aangeleentheid wat plaasgevind het.
- xi. Hardoplees: Leerders moet in staat wees om 'n gedeelte te lees en te gebruik te maak van stemprojeksie, vlotheid, uitdrukking en ander strategieë.
- xii. Proseskrywe: Beplanning, konsep, redigering, kopie.
- xiii. Kreatiewe skryfkuns: Langer stukke: verhalend, beskrywend ens... Korter stukke: gedigte, paragrawe, dialoog en liedjies.
- xiv. Funksionele skrywes: Advertensies, briewe, dagboekinskrywings, verslae, plakkate, e-pos, CV's, rympies en slagspreuke.
- xv. Ondersoektaak: inligtingsoektog, uitvoering van taak.
- xvi. Reaksie op teks: Huiswerk sal reaksie vorm op geskrewe teks.
- xvii. Gestruktureerde vrae.
- xviii. Vraelyste
- xix. Werksopdragte
- xx. Praktiese oefeninge
- xxi. In Kuns en Kultuur word relatief baie min huiswerk gegee. Opdragte word hoofsaaklik in die klas voltooi. Indien 'n leerder egter baie stadig werk, of afwesig was, kan dit as huiswerk gedoen word. Die bymekaarmaak van kunsbenodighede en inligting benodig vir die projek kan as huiswerk gegee word.

8. SAMEVATTING: Aangesien huiswerk 'n belangrike faset is van klaskamerbestuur, moet dit genoeg aandag geniet. Effektiewe bestuur kan die aspek van onderrig-leer 'n stimulerende en verrykende ervaring maak vir beide onderwyser en leerders.

HOMEWORK POLICY

NEW SOUTH WALES
DEPARTMENT
OF EDUCATION
AND TRAINING



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INTRODUCTION

It is expected that all schools, in consultation with their communities, will review their existing school homework policy to ensure it is relevant to the needs of their students.

A copy of the revised document should be distributed to staff, students, parents and caregivers, particularly at the time of student enrolment.

Parents and caregivers have an important role in assisting the school in this review of their school's homework policy. It has the potential to affirm the partnership in learning between parents and teachers and to ensure that the importance of family and leisure activities is recognised in the amounts and type of homework that is set.

Full consideration should be given to the value and purpose of homework and the principles and practices outlined in this document that ensure homework is educationally beneficial and meets the realistic expectations of students, teachers, parents and caregivers.

PURPOSES OF HOMEWORK

Homework:

- is a valuable part of schooling
- allows for practising, extending and consolidating work done in class
- provides training for students in planning and organising time
- develops a range of skills in identifying and using information resources
- establishes habits of study, concentration and self-discipline which will serve students for the rest of their lives
- strengthens home-school links
- reaffirms the role of parents and caregivers as partners in education
- provides parents and caregivers with insights into what is being taught in the classroom and the progress of their children
- challenges and extends gifted and talented children.

GENERAL PRINCIPLES

Homework is most beneficial when:

- it reinforces and extends classwork and consolidates basic skills and knowledge
- it is challenging and purposeful, but not so demanding that it has adverse effects on the student's motivation
- parents or caregivers are involved in the formulation and implementation of the school's homework policy
- students take responsibility for their homework, supported by their parents or caregivers
- it is well coordinated and teacher expectations are well communicated
- it is set on a regular basis and establishes a routine of home study
- teachers set suitable amounts of homework which are varied and at an appropriate level considering the age, stage of schooling and capabilities of students
- it takes into account students' home responsibilities and extracurricular activities such as clubs, sport and part-time employment
- it is marked promptly and accurately
- feedback and follow-up are provided regularly to students
- it develops and extends the core learning skills of inquiry and independent study.

TYPES OF HOMEWORK

The amount of time that students are expected to spend on homework will depend upon the age, ability, home environment and extracurricular activities of students, including family and cultural obligations. It is important that students of all ages have opportunities for free time, leisure and physical activities outside of school.

The three main types of homework are:

Practice exercises - providing students with the opportunities to apply new knowledge, or review, revise and reinforce newly acquired skills, including:

- consolidation exercise e.g. maths, including memorisation of tables
- practising for mastery e.g. spelling words
- revising information about a current topic
- practising words or phrases learnt in a language other than English
- reading for pleasure
- essay writing

Preparatory homework - providing opportunities for students to gain background information on a unit of study so that they are better prepared for future lessons, including:

- background reading
- reading e.g. English text for class discussion
- researching topics for a class unit of work
- collecting items e.g. geometric shapes.

Extension assignments - encouraging students to pursue knowledge individually and imaginatively, including:

- writing e.g. a book review
- making or designing something e.g. an art work
- investigations e.g. science, social science
- researching e.g. history, local news
- information and retrieval skills eg. using a home computer to find material on the Internet
- monitoring e.g. advertising in particular newspapers.

Wherever possible homework should recognise the place of technology in today's world and the benefits of using technology such as home computers, E-mail and the Internet for organising and accessing information. Schools, however, should have regard for equity issues when setting homework that relies upon the use of technology. Students who do not have access to such technology at home should not be disadvantaged.

SUCCESSFUL PRACTICE

Kindergarten - Year 2 (Stage 1)

Generally teachers will not set formal homework in the earliest year of Stage 1. However, all activities at home or in play can assist children to develop a wide range of knowledge and skills including literacy, numeracy and problem solving. It should also be remembered that self-directed play in unstructured time is important. Language and number concepts can be introduced and consolidated in many family activities, including:

- shopping
- preparation of food
- listening to stories, learning songs and nursery rhymes
- conversations about what is happening at school
- interactive video and computer programs
- reading
- library borrowing
- family outings
- collecting items.

In the latter stages of Stage 1 consideration should be given to the setting of formal homework as for example in completing simple computations, copying letters or words, or completing an activity sheet.

Years 3- 6 (Stages 2 and 3)

Although as students progress they increasingly work independently on their homework, it is important that teachers continue to provide guidance and assistance particularly in the development of study skills.

It is also important that students have the opportunity to experience different types of homework and that the amount of time students' are expected to work on homework is realistic.

Although most homework is likely to be set in the areas of English, Mathematics and Human Society and its Environment, it could be set across all areas of the curriculum.

High School Years 7-12 (Stages 4, 5 and 6)

In high school, homework should develop in students habits of reviewing work undertaken in class.

It is expected that homework will be set on a regular basis in each subject.

Coordination across faculties is essential to accommodate competing demands in regard to homework, assessment tasks, assignments and examination preparation. This is particularly important in the senior years of high school.

There are times when students should be provided with the opportunity to negotiate the amount, type and timeframes of homework.

The quality of homework will be enhanced by students getting expert advice about homework and study skills through seminars and study days. This is important right across high school, not only in senior years.

Many schools find homework diaries useful to develop students' organisational skills and time management, and to improve home-school communication.

As students move into the senior school it is expected that homework demands will increase.

EXPECTATIONS

Parents and caregivers can help by:

- taking an active interest in homework
- ensuring that there is time set aside for homework
- encouraging and supporting students to complete homework
- providing, where possible, a dedicated place and desk for homework and study
- encouraging their children to read and take an interest in current events
- assisting teachers to monitor homework by signing completed work if requested and being aware of the amount of homework set
- communicating with teachers any concerns about the nature of homework and their children's approach to the homework
- alerting the school to any domestic or extracurricular activities which may need to be taken into consideration when homework is being set or corrected.

Teachers can help by:

- explaining to students and their parents or caregivers the purpose and benefits of homework
- ensuring students and parents or caregivers are aware of the school's homework policy
- providing quality homework activities related to classwork
- setting a suitable amount of relevant homework which is appropriate to the ability of each student
- ensuring that students are aware of what is expected of them, and how their work will be assessed
- giving students sufficient time to complete their homework, taking into account, as far as possible, competing home obligations and extracurricular activities and homework set by other teachers
- marking homework promptly and appropriately, maintaining homework records and providing feedback to students and parents or caregivers
- alerting parents or caregivers of any developing problems concerning their children's homework and suggesting strategies that they can use to assist their children with their homework.

Students can help by:

- being aware of the importance of homework
- being aware of their school's homework policy
- completing homework within the given time frame
- alerting parents or caregivers to homework expectations
- seeking assistance from teachers and parents or caregivers when difficulties arise
- showing their homework to their parents or caregivers (this is perhaps not as important in senior high school years)
- ensuring homework is of a high standard
- organising their time to ensure that sufficient time is given to quality homework within set deadlines.