



Isalathiso: 20180221-9645
12/P
Imibuzo: R Geldenhuys

ISetyhula: 0010/2018
Umhla wokuphelelwa: Awukho

Iya: KumaSekela Balawuli-Jikelele, kuBalawuli abaziiNtloko, kuBalawuli, kwiiNtloko eziNika iNkxaso kwiKharityhulam, kuBaphathi beeSekethe, kwiiNgcali zeMfundo eziziiNtloko, kwiiNtloko zoLawulo noKuphathwa kwamaZiko, kumaSekela eeNgcali zeMfundo eziziiNtloko, kuBaququzeleli boVavanyo, kuBacebisi ngeZifundo, kwiiNtloko zamaziko emfundo, kwiiNqununu zamaziko emfundo nakooTitshala

Isishwankathelo esifutshane: *Le setyhula icacisa ngemeyitriksi yokunika inkxaso enenjongo yokuphucula umgangatho wokufundisa nokufunda kwisikolo ngasinye.*

Isihloko: Ukunika inkxaso ukufundisa nokufunda okusemgangathweni

1. Umbono weSebe leMfundo leNtshona Koloni (iWCED) “wemfundo esemgangathweni yomntwana ngamnye kwiklasi nganye, kwisikolo ngasinye” ugxininisa kuyo yonke imisebenzi eqhubeka kwizikolo zethu, kodwa ngokukodwa, kwiklasi apho uninzi lokufundisa nokufunda ubukhulu becala kuqhubeka khona, kugxininiswa kwiimethodi zokufundisa eziya kuphucula ukufunda.
2. Inkulungwane ye-21 apho abafundi kuya kufuneka basebenze, ifuna izakhono ezingaphezu kokwazi oko kuqulathwe sisifundo. Lo gama ulwazi lokufunda nokubhala nolwazi lokubala (*literacy and numeracy*) lusasele lusesona siseko sokwakha esiphambili ekuqondeni, ekusebenziseni nasekuzuzeni ulwazi, sele sibona ukuba ilizwe namhlanje lifuna bonke abantu banxibelelane ngobuchule, basebenzisane ngempumelelo, bakwazi ukusombulula iingxaki nokusebenzisa izakhono zokucinga ngobuchule nangengqiqo (*creative and critical thinking*) kunye nokwenza igalelo kwilizwe esiphila kulo.
3. Ukuze sinike inkxaso abafundi ekuzuzeni ezi zakhono kwixeshana elingephi abalichitha esikolweni, kufuneka sigxininise ekufundiseni ngempumelelo nanto leyo

eya kukhokelela ekufundeni okusemgangathweni ophezulu kangangoko kunako. Oku kungenzeka apho kukho ukufundisa okusemgangathweni okwenzeka kwimeko yasesikolweni okanye yaseklasini kunika inkxaso esekelwe kwinkqubo yokucingisisa nzulu ngale nto ubuyenza (*reflective practice*) ukulungiselela ukuphucuka okwenzeka okokoko.

4. Izifundo zophando ezininzi zibonakalisa ukuba ubunkokeli obujongene nokuhlohla kunye nokufundisa okusemgangathweni, obusekelwe kwiinkqubo zokufunda nokufundisa ezinelona thuba libhetele lokuzikisisa ukufunda, bubalulekile ekuphumezeni umbono wethu esele siwuchazile. Ngokufanayo, uphando kwakhona lwafumanisa ukuba ootitshala, beyinikwa inkxaso yobunkokeli bokufundisa esuka kwiiKomiti zoLawulo lweZikolo (*School Management Teams*) (*SMTs*), inamandla gqitha ekuncedeni abafundi bethu, abasuka kwiimeko ezahlukeneyo nabaneemfuno zokufunda ezahlukeneyo, ukulungiselela ukuba kube nokuzuzwa lukhulu koko bakufundileyo.
5. Kwilinge lokunika inkxaso ubunkokeli obujongene nokuhlohla kunye nokufundisa ukulungiselela ukufunda okuphucukileyo, le meyitriksi yokunika inkxaso iqhotyoshelweyo apha iqaqambisa amacandelo aphambili esinokuthanda ootitshala bagxininise kuwo kwiklasi nganye. Ngento nganye yala macandelo mpawu, kubuzwa umbuzo okhokelayo womgaqo wokufundisa (*pedagogical question*) obuzelwa ukuba ukhokele ingqiqo ngeemethodi zokufundisa ezisetyenzisiweyo. Le meyitriksi ayithathi ndawo yeekhrayitheriya ze-IQMS kungenjalo ingenanto yakwenza nenkqubo ye-IQMS. Eyona njongo yayo ephambili kukunika inkxaso ekufundiseni nasekuvavanyeni okusemgangathweni okwenzeka imihla ngemihla kwaye ayinanto yakwenza nakuhlolwa kukatitshala.
6. Naliphi ilinge elinenjongo yokuphucula ubuchule bokufundisa, lifuna ukuba ucingisisise ngokunyanisekileyo ngezinto ozenzayo wena ubuqu (*honest self-reflection*) ngokumalunga neenkqubo zokufundisa zangoku (ukuphumelela nokusilela kwazo), emva kolo wenze izigqibo ezizizo sele usazi ngamanyathelo asengqiqweni oya kuwathatha ukulungiselela ukuba ukhule kubuchule bokwenza umsebenzi. Ukuze siyincede le nkqubo, le meyitriksi kwakhona iqaqambisa iimpawu zokufundisa eziqhelekileyo ezinokuthi zibonakaliswe ngutitshala osaphuhlayo, ofundisa kakuhle okanye ofundisa ngobuchule gqitha onako ukukubonakalisa. Ngale ndlela, utitshala ngamnye unokwenza ingxelo ngento ayenzayo yakhe aze

afumane umcamango wenqanaba abasebenza bekulo ngokwecandelo lokufundisa ngalunye. Imeyitriksi kwakhona inceda ekuqapheleni ukuba leliphi inqanaba lophuhliso lobuchule utitshala lowo anokusebenzela ukulifikelela.

7. Kwimeko yesifundo ngasinye esifundiswayo, aBacebisi ngeZifundo bethu baya kunika inkxaso yekharithulam neyomgaqo wokufundisa (*pedagogical support*) kootitshala kumacandelo okufundisa osibhozo ukuqinisekisa ukufunda okuphuculiweyo.
8. Omnye umba obaluleke gqitha weli nyathelo lokunika inkxaso bubunkokeli obujongene nokufundisa obufuneka buphume kwiinqununu, kwiintloko zamacandelo ezifundo (*departmental heads*) nakwiintloko zezifundo (*subject heads*). Njengeenkokeli ezijongene nekharithulam, inqununu nekomiti yezolawulo yakhe mabaqalise iinqubo ukuqinisekisa ukuba abafundi bafunda ngezona ndlela zisemgangathweni kangangoko kunako kunye nokuba uvavanyo oluqhubekela esikolweni (olusesikweni nolungekho sesikweni) luyasetyenziswa ukuphucula ukufundisa nokufunda. Kukulo mba wobunkokeli apho abaphathi beesekethe namanye amagosa esithili aya kudlala indima ebalulekileyo khona ekunikeni inkxaso iikomiti zobunkokeli ezikolweni.
9. Le meyitriksi inika isigama sokuba sithethe kwaye sicinge ngokufundisa okusemgangathweni kwanokufumana iindlela ezibhetele zoko kungumbono wabasebenzi okumalunga nendlela izikolo zethu ezinokwenza ngayo igalelo elibaluleke gqitha ekuncedeni abafundi bakulungele ukuzuza amathuba angawo emva kokuba bekugqibile ukufunda ukuze babe nako ukwenza igalelo labo eluntwini.
10. Lo nyaka ubhengezwe njengoNyaka woKufunda oKuqhutywa ziiMfundiso ezisiSiseko (*Year of Values-driven Learning*). Iimpawu ezininzi ezikule meyitriksi yokunika inkxaso zinenjongo yokubethelela iimfundiso ezisisiseko (*values*) eziya kunceda abafundi ekwakheni ukuzithemba kwabo kunye nokucacisa ngemingeni esijongene nayo siluluntu. Ngokubonakalisa ezo mfundiso kwindlela esifundisa nesiqhuba ngayo uvavanyo, siya kuququzelela ukuqondwa ngokupheleleyo kwezo mfundiso zisisiseko ngabafundi.
11. Iinqununu nootitshala bakhuthazwa ukuba bafunde le meyitriksi yokunika inkxaso ukulungiselela ukufundisa nokuvavanya okusemgangathweni nokusoloko kuthethwa

okokoko malunga nokuzuza iziphumo zokufunda ezibhetele zomfundi ngamnye. Kucetyiswa ke ngoko ukuba iingxoxo ngamacandelo okufundisa mazibe yinxalenye yenkqubo yokuphuhlisa ubuchule bootitshala ezikolweni.

12. Abafundi balingomso lethu. Masenze konke okusemandleni wethu ukuphucula umgangatho wokufundisa kwethu kunye nokuqwalasela oko bakufundayo kwanendlela abafunda ngayo. Yiba nengqiniseko ngenkxaso esuka kumagosa akwaNdlunkulu nawee-ofisi zezithili njengoko sithabatha uhambo kunye lokuthi gqolo siphucula amava okufunda azuzwa ezikolweni zethu.
13. Fumana apha kuqhutyoshelwe imeyitriksi efumaneka ngazo zontathu iilwimi zaseburhulumenteni eNtshona Koloni. Ukuze le meyitriksi ibe nokusetyenziswa kakuhle kakhulu, kucetyiswa ukuba mayiprintwe kwiphepha eliyisayizi engu-A3.

ISAYINWE: NGU-BK SCHREUDER

INTLOKO YESEBE LEMFUNDO

UMHLA: 2018-02-26

IMETRIKS EXHASA UMGANGATHO WOKUFUNDA NOKUFUNDISA

ICANDELO LOKUFUNDISA	UMBUZO OPHAMBILI XA KUFUNDISWA	KUBE YIMPUMELELO KAKHULU	KUBE YIMPUMELELO	KUYAKHULA
1.	Ukucwangcisa nokungiselela Ingaba ucwangciso lwesifundo lubonisa ukulandelelana ngobuchule nangengqiqo kwemisebenzi ekhokela abafundi ekuphumezeni iinjongo zesifundo?	<ul style="list-style-type: none"> • Isihloko sesifundo siquka izihloko zekharityulum ezixoxwe ngobuchule nangokuthabathekisyayo, nkqu nokuba omnye umsebenzi lowo uphinda ufundiswe kwakhona ngenxa yokungalandeleli okuqatshelelyo. • Isifundo sicwangciselwe iinjongo zokufundisa ngexesha elifanelekileyo kwaye sichuthuzwa amahinga amatsha ajolise kumfundi. • Imisebenzi yokufunda ihamba ngolandelelwano olunamatheleneyo, kuthathekela ingqalelo inkubela enxulumene nengqiqo/neyezakhono kwaye iyangqinelana neenjongo zokufundisa. • Amava okufunda ahlukaniswe ngokufanelekileyo ukwenzela iimfuno zabafundi ngabanye kwaye kunikwa nenkxaso eyongezelelwayo. • Utitshala ukhethe imigaqo yeendidi ngokubanzi yokufundisa encedisa ukuqonda kwabafundi nokulungisa iimposiso • Utitshala ubeka phambili ubaluleko lokufundiswa kwekharityulum kwixesha lokufundisa elikhoyo kwaye umisele amanyathelo okunceda abafundi abasalela ngasemva. 	<ul style="list-style-type: none"> • Isihloko sesifundo siyangena kumkhondo wekharityulum ophethweyo kwaye sakhela phezu komsebenzi ogqitywe kwixa elingaphambili. • Isifundo sicwangciselwe kakuhle ngengqiqo sihamba nokukhula kakuhle kwenkqubela kwizakhono kwamaxesha ngokufanelekileyo. • Uninzi lwemisebenzi ejolise kubafundi yokufunda ingqinelaniswa neenjongo zokufundisa kwaye ihamba ngolandelelwano olucwangcisiweyo. • Ucwangciso luquka ukwahlulwa okuthile kwamaqela ahlukeneyo abafundi nokusetyenziswa ngokwahlukeneyo kwamaqela afundisiwayo. • Utitshala ubonakalisa ukusazi isifundo kwaye uyisebenzisa kakuhle imigaqo yokufundisa kwisifundo. • Kucacile ukuba utitshala uceba ukufundisa ikharityulum ngexesha elikhoyo, nakuba kunjalo, asingabo bonke abafundi abakwaziye ukuwulandela ngobuchule umsebenzi. 	<ul style="list-style-type: none"> • Isihloko sesifundo asinxibelelani ngokucacileyo nomkhondo okanye nomsebenzi weNkcazelo yoMgaqo-nkqubo woVavanyo lweKharithyulum (CAPS) ochaphazelekayo ogqitywe kwixa elingaphambili. • Isifundo asicwangcisekanga, kwaye asilandeli ngqiqo yaye sinamaxesha angacwangcisekanga ngokusenyanisweni. • Imisebenzi yokufunda ayivuseleli mdlala wabafundi okanye ayingqamaniswanga kakuhle ngeenjongo zokufundisa. • Akukho kwahlulwa kucetyelwe abafundi abaneemfuno ezahlukeyo. • Utitshala ubonakalisa ulwazi olungephi okanye ukungaziqondi iindidi zemigaqo yokufundisa ezifanelekileyo zokufundisa ikhontenti. • Akukho bungqina bokuba utitshala uqinisekisa ukufundiswa kwekharityulum kwixesha elikhoyo.
2.	Umgangatho ngokwasengqondweni wokufundisa nokufunda Ingaba isifundo siyaziquka iingcamango zesifundo eziphambili, isigama sesifundo nokunxibelelana kwaso ukuze kuqondwe isihloko nehlalathisi ngokunzulu? Izakhono zokuqiqa zenqanaba eliphezulu Ingaba abafundi basebenzisa ukuqiqa kodidi oluphezulu kunye nesakhono sokuhlalutha ngethuba lesifundo?	<ul style="list-style-type: none"> • Kukho ukugxininisa kwisifundo siphela kwisigama sesifundo/kuwiingcamango eziphambili ezinxulumene nesihloko kunye nokunxibelelana okuphakathi kwazo. • Utitshala ubonakalisa ulwazi oluphangalelyo lwesigama esibalulekileyo kwisifundo neendlela ezinxulumana ngayo nezinye izifundo. • Ulwazi olunzulu lonxibelelwano olufunekayo phakathi kwesigama esinxibelelanayo nakwezinye izifundo, kusetyenziswa ngutitshala ukucela umngeni kubafundi ukuze baqiqe basebenzisa amaqanaba engqiqo aphezulu (higher cognitive levels). 	<ul style="list-style-type: none"> • Ekufundiseni ngesihloko sokuqulethiweyo (izihloko zokuqulethiweyo), ugxininsise alukhange lube kwisigama neengcamango ezibalulekileyo kwisifundo siphela njengoko kuphithaniswe iingcamango/ nesigama ezinganxibelelananga. • Utitshala ubonakalisa ulwazi lwesigama esibalulekileyo kwisifundo nendlela esinxibelelana ngayo nezinye. • Utitshala ubonakalisa ukuquqonda ngokucacileyo ukunxibelelana phakathi kwesigama nenjongo esinceda ngayo abafundi ukuba bakwazi okutsha okuqulethwe sisifundo. 	<ul style="list-style-type: none"> • Phantse lonke ulwazi lokuqulethiweyo sisifundo akunabunzulu kuba akuchaphazeli isigama/zingcamango/zakhono zesifundo ezibalulekileyo. • Utitshala wenza iimpazamo kokuqulethwe sisifundo okanye akazilungisi iimpazamo ezenzive ngabafundi. • Utitshala ubonakalisa ulwazi oluncinane lonxibelelwano olufunekayo phakathi kwesigama esifunekayo ukwenzela ukuba abafundi bakwazi ukuquqonda okuqulethiweyo.
3.	Ukusetyenziswa nokutyentiswa kolwimi Ukusebenzisa isigama sesifundo nokuphuhlisa ulwimi Ingaba isigama sesifundo esisetyenzisiweyo nemiba yolwimi, igrama kwanesigama esinobugcisa siyaqanjaniswa kwaye sicaciswe? Ukuvuselela incoko evokothekileyo Ingaba abafundi bazibandakanya kangakanani kwiincoko zarhoqo ngeengcamango nesigama abadibana naso?	<ul style="list-style-type: none"> • Utitshala ugxininsisa kusetyenziso lolwimi ngabafundi ngendlela echanekelelyo. • Kukho ukusetyenziswa okukwinqondo eliphezulu kokucinga ngesifundo nesigama saso. Utitshala okanye abafundi benza amagqabantsintshi afanelekileyo ngemiba yolwimi kwizibakala ezahlukeneyo ngethuba lesifundo. • Utitshala usebenzisa ulwimi oluqondwayo ngabafundi nolwazi lokubala kakuhle ngokugqithisileyo kwimeko yesifundo, exhobisa bonke abafundi ekuhlalutheni ulwazi lokuqonda nzulu umkhondo wesifundo ngezakhono eziyimfuneko ukuqhubela phambili. • Unxibelelwano oluvokothekileyo, oluhamba nohagamshelelwano oluqhubeka rhoqo, lwenzeka kwisifundo sonke, apho ootitshala okanye abafundi bancedisayo ngokwezigaba zobuchule babafundi (scaffolding) unxibelelwano kunye/okanye intsebenziswano. 	<ul style="list-style-type: none"> • Utitshala uyakhuthaza, kodwa akagxininisi ukuba abafundi mabasebenzise ulwimi oluchanekelelyo. • Kukho ukusetyenziswa okuthile kolwimi kunye nesigama sesifundo. Ekuqaleni kwesifundo, okanye kwicandelo elithile elibalulekileyo, utitshala okanye abafundi bayanqamama bacacise okanye baxoxe ngomba wolwimi othile, umz. iingcambo zesigama, uhlobo lweteki, iimpawu, isigama okanye imiqondiso. • Utitshala uphuhlisa abafundi kupelo, ukufunda, ukubhala baze bathi apho kufanelekileyo, baphuhlise izakhono zokubala nezezinye iilwimi. • Unxibelelwano oluvokothekileyo phakathi kwabafundi okanye phakathi kukatitshala nabafundi lwenzeka ngamathuba athile kwaye luquka ubuncinane intsebenziswano eyenzeka ubuncinane rhoqo amatyeli amabini. 	<ul style="list-style-type: none"> • Abafundi basebenzisa ulwimi ngokungachane kwaye utitshala akabalungisi. • Isifundo siqhubela phambili ngaphandle kukatitshala okanye ukuba abafundi banqamame ukuxoxa okanye ukwenza amagqabantsintshi malunga nesigama sesifundo okanye ulwimi olusetyenzisiweyo. Akukho ngcaciso okanye ncedo lunikiweyo malunga nolwimi/isigama. • Utitshala akabaniki abafundi amathuba okufunda, okubhala okanye ukusebenzisa izakhono zolwimi okanye zolwazi lokubala kwimeko yesifundo. • Kuphantse kwathi kanti akwenzekanga nxibelelwano luvokothekileyo ngethuba lesifundo. Unxibelelwano eklasini lwenzeka phantse ngendlela ecalanye (lolusuka kuititshala).
4.	Ukwenza uvavanyo lokufunda Ukubiza imibuzo nemisebenzi Ingaba iimvavanyo esisesikweni nezingekho sikweni ziyangqinelana neenjongo zokufundisa kwaye ziyasetyenziswa ukuqinisekisa abafundi basiqonda kangakanani isigama/inyaniso/izakhono? Iikhrayitheriya zokufundisa okusemgangathweni ezicacileyo Ingaba abafundi bazinikwa kangakanani iikhrayitheriya ezicacileyo zomgangatho womsebenzi abaza kuwulvelisa? Ingxelo yokwenzekileyo nokuzakwenzeka Ingaba iimpendulo zabafundi ziphendulwe kwangathuba ngendlela enyanisekileyo nenobuntu ejolise ekunikeni amanyathelo alandelayo ekuvaleni umsantsa phakathi 'kokungazi' kunye 'nokwazi'?	<ul style="list-style-type: none"> • Zonke iinjongo zokufundisa ziyakuqhulika kwaye kuvavanyo. • Utitshala usebenzisa imibuzo evulekileyo, ecela abafundi bacinge okanye banike uluhlu olunokuba ziimpendulo. • Utitshala usebenzisa kakuhle ixesha lokulinda neengxoxo ezinika abafundi ithuba lokuthethana, ngaphandle kokucacisa okwenziwa rhoqho ngutitshala • Utitshala wakhelela kwaye asebenzise iimpandulo kwimibuzo ukuzikisa ulwazi lomfundi. • Iikhrayitheriya ezininzi zomgangatho womsebenzi zicacisiwe okanye zibethelelwe kwisifundo sonke kwaye kukho ubungqina obungathintshiyo babafundi abaphonononga umsebenzi wabo ngokunxulumene nezi khrayitheriya. • Utitshala unika abafundi ingxelo rhoqho echaza ubuthathaka, kwakhona, echaza oko abafundi banokukwenza ngaphandle kwakwimeko yaseklasini ukuphucula ulwazi, ukuqonda nezakhono zabo. Abafundi basebenzisa le ngxelo yokwenzekileyo ngempumelelo. • Utitshala uqwalasela anike inkxaso nawuphi umfundi osilelayo, abanike phantse bonke ithuba lokuba baleqise ukufumana ulwazi ukuze bangashiyekeli kwabanye. 	<ul style="list-style-type: none"> • Uninzi lweenjongo ziyaphendulwa kwiimvavanyo ezingekho sikweni nakwezicwangcisiweyo. • Utitshala uqingqa eminye imibuzo eyilelwe ukukhuthaza ingqiqo kubafundi, kodwa bambalwa nje abafundi ababandakanyekayo. • Utitshala ucela abafundi baphendule ngqo iingcamango zomnye nomnye, kodwa bambalwa abafundi abaphendulayo. • Utitshala ucela abafundi banike izizathu zabo kwaye uninzi luzama ukwenjengalo. • Iikhrayitheriya ezininzi zomgangatho womsebenzi zicacisiwe ngethuba lesifundo, kodwa kukho ubungqina obungapheli bokuba abafundi basebenzisa iikhrayitheriya ukwenza umsebenzi/ okwenzwayo baze baphonononge umgangatho womsebenzi wabo. • Kunikwa amagqabantsintshi abanzi ngokwenzekayo nokungenzi ngempumelelo. Oku kwenziwa ubukhulu becala kwimeko yaseklasini. Abafundi basebenzisa kakuhle le ngxelo kwaye bayakwazi ekufuneka bekwenzile ukuziphucula. • Utitshala uqwalasela aze anike inkxaso ngempumelelo abo bafundi abaqalayo ukusilela angenelele ngoko nangoko ukunceda ukuphucula ukufunda kwabo. 	<ul style="list-style-type: none"> • Iimvavanyo azingqinelani neenjongo zokufundisa. • Imibuzo igxininisa kakhulu ekucingeni ngentloko okungavuseleli kucingana nzu ngaphandle nje kokuchaza ukuba iimpandulo ilungile okanye ayilunganga. • Utitshala akabaceli abafundi ukuba bacacise malunga nengqiqo yabo, uvumela nje ukuba bathi ilungile okanye ayilunganga. • Kunikwa kuphela amaqanaba gabalala malunga nomgangathowomsebenzi. Akwabelwana nabafundi malunga nemiqathango yohlobo. • Akukho zinkcazelo zicacileyo zenziwayo ngomgangatho womsebenzi. Ziinkcazelo eziphangaleleyo kuphela ezenziweyo ngomgangatho onqwenelekayo womsebenzi. Iikhrayitheriya zovavanyo akwabelwananga ngazo nabafundi. • Abafundi abafamani ngxelo, okanye ingxelo ibanzi okanye ibhekiswa kumfundi omnye. • Ukunqongophala kwengxelo ecacisiweyo nengafiki ngethuba kuthetha ukuba ukufundisa kuyasilela ukukhawulelana neemfuno zabafundi zokuba bancedwe ukusilela kwinqanaba lokuphumelela ukuya kutsho kwinqanaba abanokulifikelela.

5.	Imeko-bume yaseklasini yokuxhasana	Ukuhloniphana eklasini Ingaba iklasini iphawuleka njengenomoya wentloniphano nokuxhasana phakathi kukatitshala nabafundi naphakathi kwabafundi?	<ul style="list-style-type: none"> Isimilo sabafundi sifanelekile ngokubanzi njengoko imigangatho yokuziphatha ikhangeleka njengaleyo imiselweyo nebetholelekileyo ezingqondweni zabo. Utishala usikhalimela ngokufanelekileyo isimilo esingatshongo khona kwaye nabafundi babonisa ukumhlonipha utitshala nabafundi abangoogxa babo. 	<ul style="list-style-type: none"> Utitshala uzama ukugcina ucwangco eklasini, ebhekisa kwimigaqo yaseklasini, kodwa oko ekwenza ngempumelelo engalinganiyo. Indlela utitshala asikhalimela ngayo isimilo esingatshongo khona sabafundi iyatshintsha-tshintsha: ngamanye amaxesha ungwabalala kakhulu; ngamanye amaxesha abe nenceba. 	<ul style="list-style-type: none"> Utitshala akasibeki sweni isimilo sabafundi, nto leyo ekhokelela kwimeko esisiphithi-phithi, ekuqondweni migqaliso yokuziphatha iqaphelekayo. Abanye abafundi bayayiphazamisela iklasini, ngaphandle kolwazi lukatitshala.
		Ukuzibandakanya kwabafundi kwisifundo Kwenzeka kangakanani ukuba abafundi bazibandakanye, ixesha elininzi, ngokunyanisekileyo kwisifundo?	<ul style="list-style-type: none"> Ngokwenyani bonke abafundi bazibandakanye ngokwasengqondweni kwisifundo njengoko imisebenzi yesifundo ifuna ukuqiqa komfundi okuwinqanaba eliphezulu kwaneenkcazelo zoko bakuqigayo. Ukuzibandakanya kwabafundi kwandiswa ngutitshala ngokufaka ngempumelelo iintlobo ezizimbo zokufunda kwisifundo, esigxila kwiintlobo ezahlukeneyo zokufunda. 	<ul style="list-style-type: none"> Abanye abafundi bazibandakanye ngokwasengqondweni kwisifundo njengoko imisebenzi yokufunda ngumxube owenzelwe abo bafuna ukuqiqa nokucengeleza. Umgaqo wokufundisa ubandakanya ubukhulu becala isimbo sokufunda esinye kwisifundo esigxila kuhlobo olunye lwabafundi. 	<ul style="list-style-type: none"> Bambalwa abafundi abazibandakanye ngokwasengqondweni kwisifundo njengoko imisebenzi yokufunda/yokwenzwayo ifuna qha okugcinwa ngentloko okanye kufuneka impendulo enye okanye umgaqo omnye. Amaxesha amaninzi abafundi ababi namdla kuba indlela yokufundisa ayizithatheli ngqalelo indlela abafunda ngazo.
		Inqanaba eliphezulu lokulindelekileyo Likweliphi inqanaba elilindelekileyo ulwazi oluchazwayo kubo bonke abafundi kwaye ingaba ukuthatha amanyathelo angumngcipheko kuyakhathazwa kwaye kuyavuzwa na (rewarded)?	<ul style="list-style-type: none"> Uninzi okanye bonke abafundi bathatha inxaxheba kumsebenzi ongumngeni kwisifundo sonke. Bayakhuthazwa (ngokucacileyo okanye ngokusebenzisa iinkqubo zesifundo) ekuzameni nasekuthatheni imingcipheko kwaye banikwa ingqwalaselo ngokwenjalo. 	<ul style="list-style-type: none"> Abafundi abaninzi bathatha inxaxheba kumsebenzi ongumngeni ngethuba, lesingatha zesifundo. Bayakhuthazwa (ngokucacileyo okanye ngokusebenzisa iinkqubo zesifundo) ekuzameni nasekuthatheni imingcipheko okanye banikwe ingqwalaselo ngokwenjalo. 	<ul style="list-style-type: none"> Bambalwa abafundi abathatha inxaxheba kuwo nawuphi na umsebenzi ongumngeni ngethuba, lesinye zesifundo. Abafundi abakhuthazwa (ngokucacileyo okanye ngokusebenzisa iinkqubo zesifundo) ekuzameni kwaye abanikwa ingqwalaselo ngokuzama.
6.	Ukubaluleka kokufundisa	Ulwazi abasele benalo abafundi nolwazi lwenkcubeko Ingaba izifundo zakhelwa phezu kolwazi abasele benalo abafundi kwaye ingaba izifundo ziyazifaka iifundiso zezinto ezixabiso (values)?	<ul style="list-style-type: none"> Ulwazi abasele benalo abafundi lwafaka qho kwisifundo, kwaye kukho unxibelelwano oluqaphelekayo nolwazi abasele benalo lwangaphandle kwesikolo kunye neemfundiso (values). Kuthathelwa ingqalelo ulwazi lwenkcubeko oluninzi kwaye luxatyisiwe kwisifundo sonke kwaye olu lwazi lwamkelekile njengolulinganayo nolwenkcubeko eyongameleyo. 	<ul style="list-style-type: none"> Ulwazi abasele benalo abafundi lusetyenzisiwe kwisifundo kwaye kukho unxibelelwano nolwazi abasele benalo lwangaphandle kwesikolo neemfundiso (values). Ulwazi lwenkcubeko oluthile lunikwa ingqwalaselo kwaye luxatyisiwe kwisifundo, kodwa oko kwenzeka kwisakhelo senkcubeko eyongameleyo. 	<ul style="list-style-type: none"> Ulwazi abasele benalo abafundi alunxibelelaniswa nesifundo kwaye neemfundiso (values) azichathazelwanga. Akukho ngqwalaselo icacileyo okanye kuxatyiswa kwenye into ngaphandle kolwazi lwenkcubeko eyongameleyo eqapheleka kubuthumbu besifundo.
		Ukudityaniswa kolwazi Ingaba izifundo sidibanisa uluhlu olwahlukeneyo lwezifundo?	<ul style="list-style-type: none"> Kwenziwe unxibelelwano olunentsingiselo phakathi kwezihloko okanye izifundo ezahlukeneyo ngutitshala okanye ngabafundi ngethuba lokuqhuba kwesifundo. 	<ul style="list-style-type: none"> Kwenziwe unxibelelwano olunentsingiselo phakathi kwezihloko okanye izifundo ezahlukeneyo ngutitshala okanye abafundi ngethuba lokuqhuba kwesifundo. 	<ul style="list-style-type: none"> Akukho lunxibelelwano lunentsingiselo. Ulwazi ubukhulu becala luphelele kolo lwesihloko okanye lwesifundo esithile.
		Ukubandakanyeka kwabo bonke abafundi Ingaba abafundi abasuka kwiimvelaphi nobuchule obahlukeneyo bathatha inxaxheba ngokukhuthaleyo ekufundiseni nasekufundiseni?	<ul style="list-style-type: none"> Abafundi abasuka kuwo onke amaqela nabaneemfundo ezahlukeneyo bayabandakanywa kuyo yonke imiba yesifundo eso kwaye ubandakanyeko lwabo kubalulekile kwaye kuyalingana nokubandakanywa kwabafundi abasuka kwamanye amaqela/abanezinye iimfundo. 	<ul style="list-style-type: none"> Abafundi abasuka kuwo onke amaqela nakwiimfundo ezahlukeneyo bayabandakanyeka kwimiba emininzi yesifundo, kodwa ukubandakanywa kwabanye abafundi kungakuncinci xa kuthelekiswa nabanye. 	<ul style="list-style-type: none"> Abanye abafundi ababandakanywa, okanye bayazikhetha bona, kwimisebenzi yesifundo kwisifundo sonke.
7.	Ukusebenzisa izixhobo zoncdo ekufundiseni ukuzikisa	Ukusetyenziswa kwezixhobo zokuXhasa ukuFunda nokuFundisa (Learning and Teaching Support Material (LTSM)/kwezakhono ezikhutshwa yiWCED Ingaba izixhobo zoncdo /nezakhono zeWCED ziyafumaneka kwaye zisetyenziswa ngokufanelekileyo ukomeleza ukufundisa kwabaneemfundo zokufunda ezahlukeneyo?	<ul style="list-style-type: none"> Ulwazi lukatitshala luninzi lokusebenzisa iintlobo ngokubanzi zezixhobo zoncdo eziya kusombulula iyantlukwano yabafundi. Iitekisi zingqinelanise nenqanaba lomfundi kwaye izixhobo zoncdo zibandakanya iinkalo ngeenkalo zezifundo. Utishala ukhuthaza ukusetyenziswa ngendlela entsha kwezixhobo zeInformation and Communication Technology (ICT) kwimisebenzi yokufunda ekudidi oluphezulu. Iintlobo zezixhobo ze-ICT ezahlukeneyo zifakwe ngokuguqukayo nangoyonedelelwano ekufundiseni nasekufundiseni. 	<ul style="list-style-type: none"> Utishala ukhetha i-LTSM esikolweni ukwandisa ulwazi lwesigama/lwezakhono, kodwa akakhangeli aphumele ngaphaya kwesikolo ukufumana izixhobo zoncdo. Utishala uqwalasela iimfundo zokufunda ibe nye okanye zibe mbi kwaye akhethe i-LTSM eya kuxhasa abo bafundi. Utishala ufaka izixhobo zethekinoloji njengeziyinxenye ncakasana yesifundo. Utitshala uyaqela abafundi ngokusetyenziswa ngokwemigqaliso nangokwemigaqo kwezixhobo ze-ICT. 	<ul style="list-style-type: none"> Utishala usebenzisa kuphela izinto zokufundisa ezisuka kwiWCED/kwizithili, nku naxa uninzi lwezinto ezahlukeneyo ezingaphezulu zinokunceda abanye abafundi ngcono ukuphumeza iinjongo zesifundo. Nangona utitshala enolwazi ngeemfundo zabafundi abathile, akaceli ncedo malunga nezinto ezingezozixhobo zoncdo. Utishala uqalisa ukusebenzisa izixhobo ze-ICT ukufundisa okuqulethwe yikharithyulam kubafundi, umz. Imisebenzi ingaquka ukumamela okanye ukubekela ukufundiswa okuqulethwe sisifundo kusetyenziswa ithekinoloji.
		Ukusetyenziswa kwezixhobo zeteknoloji Ingaba izixhobo zokufundisa eziyuqela i-hardware/i-software zifakwe ngenjongo ukuzikisa ukuqonda nokulungiselela ubuchule bokufunda nezimbo ezahlukeneyo?	<ul style="list-style-type: none"> Utishala unceda abafundi ekwenzeni izigqibo malunga nokuba bangayisebenzisa nini njani ithekinoloji, ukusebenzisa izixhobo ze-ICT ngokukhuthaleyo ukufezekisa iziphumo zokufunda ezithile kwanokuba bakwazi ukuzidibanisela bona ngokwabo ukusetyenziswa kwezixhobo ezahlukeneyo. Abafundi baqaphela kwaye baphicothe unxibelelwano oluphakathi kolwazi lwaseklasini neenyano ezingaphandle kwaseklasini oko kusenzeka ngeendlela ezininzi intsingiselo kumfundi ngamnye nezibalula ubaluleko lokusetyenziswa kolwazi/isakhono ukufaka igalelo ekuziphuculeni. Ulwazi lukatitshala luninzi lokusebenzisa iintlobo ngokubanzi zezixhobo zoncdo eziya kusombulula iyantlukwano yabafundi. 	<ul style="list-style-type: none"> Lo gama utitshala esenza uninzi lwezigqibo ngokusetyenziswa kwe-ICT, utitshala unceda abafundi ekusetyenziseni ngokuzimeleyo, kwakunye nokuphicothwa kweendlela ezahlukeneyo zokusebenzisa izixhobo zethekinoloji. Abafundi baphicotha unxibelelwano oluphakathi kolwazi lwaseklasini nolwelizwe elingaphandle kweklasi, bequka ukukhula okusisiseko nokusetyenziswa kwezakhono zenkulungwane yama-21. 	<ul style="list-style-type: none"> Abafundi abavumelekanga ukufikelela ngoo ekusebenziseni ithekinoloji. Izigqibo malunga nokuba zingasetyenziswa njani nini izixhobo zethekinoloji kwanokuba zeziphthi izixhobo emazisetyenziswe ezenziwe ngutitshala. Isifundo asinalunxibelelwano lucacileyo nezakhono zenkulungwane yama-21 kwanokusetyenziswa kwe-ICT ukulungiselela ilizwe elingaphaya kwamasango esikolo.
				<ul style="list-style-type: none"> Utishala ukhetha i-LTSM esikolweni ukwandisa ulwazi lwesigama/lwezakhono, kodwa akakhangeli aphumele ngaphaya kwesikolo ukufumana izixhobo zoncdo. 	<ul style="list-style-type: none"> Utishala usebenzisa kuphela izinto zokufundisa ezisuka kwiWCED/kwizithili, nku naxa uninzi lwezinto ezahlukeneyo ezingaphezulu zinokunceda abanye abafundi ngcono ukuphumeza iinjongo zesifundo.
				<ul style="list-style-type: none"> Utishala unombono echanekileyo ngokubanzi yempumelelo yesifundo kunye nokuba iinjongo zokufundisa ziphuyezwe kangakanani na. Utishala wenza iingcebiso ezibanzi ezimbawo zoko kunokuzanywa kwelinye ixesha isifundo esifundiswa ngayo. 	<ul style="list-style-type: none"> Utishala akayazi nokuba isifundo besiyimpumelelo okanye siphumezele iinjongo zaso okanye utitshala uyiphazame kakhulu impumelelo yesifundo. Utishala akanazingcebiso malunga nendlela isifundo esinokuphuculwa ngayo.
8.	Ukwetyisa icamango ejolise ekufundiseni	Ukwetyisa lingcamango phambi/ ngexa/nasemva kokufundisa Ingaba utitshala uyayihlola rhoqho impumelelo yokufundisa okucwangcisiweyo kwaye uzimisele ukutshintsha indlela yokuphucula ukufundisa ukwenzela abafundi abaninzi?	<ul style="list-style-type: none"> Utishala usebenzisa uhloko oluquliywayo noluchanekileyo lokuphumelela kwesifundo kwanokuba izifikelele kangakanani na iinjongo zokufundisa, ecapuhla imizekelo emininzi ethile esuka kwisifundo nokulinganisa impumelelo ethile yomzekelo ngamnye. Utishala unika indlela ezahlukeneyo zokufundisa egxile kwingqokelela eyongezelelweyo yezakhono zokufundisa, kwaye akwazi ukwandisa impumelelo yamanyathelo ahlukeneyo anokuthathwa. 	<ul style="list-style-type: none"> Utishala unombono echanekileyo ngokubanzi yempumelelo yesifundo kunye nokuba iinjongo zokufundisa ziphuyezwe kangakanani na. Utishala wenza iingcebiso ezibanzi ezimbawo zoko kunokuzanywa kwelinye ixesha isifundo esifundiswa ngayo. 	<ul style="list-style-type: none"> Utishala akayazi nokuba isifundo besiyimpumelelo okanye siphumezele iinjongo zaso okanye utitshala uyiphazame kakhulu impumelelo yesifundo. Utishala akanazingcebiso malunga nendlela isifundo esinokuphuculwa ngayo.

Oovimba abasetyenzisiweyo:

- Australian Council for Educational Research. (2016) **National School Improvement Tool**. ACER & Queensland Department of Education, Training and Employment
- Brookhart, S.M. (2008) **How to give effective feedback to your students**. Alexandria: ASCD
- Brundrett, M. & Rhodes, C. (2011) **Leadership for Quality and Accountability in Education**. London: Routledge
- Danielson, C. (2013) **The Framework for Teaching**. Princeton: The Danielson Group
- Killen, R. (2005) **Programming and Assessment for Quality Teaching and Learning**. Victoria: Thompson

- Hayes, D., Mills, M., Christie, P. & Lingard, B. (2006) **Teachers and schooling making a difference: productive pedagogies, assessment and performance**. Crows Nest: Allen & Unwin
- Kincheloe, J.L. (2012) **Teachers as Researchers**. London: Routledge
- McDonald, T. (2010) **Classroom Management: Engaging students in learning**. Sydney: Oxford University Press
- Queensland Department of Education. (2002) **A guide to productive pedagogies: classroom reflection manual**. Brisbane: Queensland Education.
- Reddy, C., Le Grange, L., Beets, P. & Lundie, S. (2015) **Quality Assessment in South African Schools**. Cape Town: Juta