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Inombolo yefayili: 12/16/6  
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Umhla wokuphelelwa: 23 Agasti 2019

Iya: KumaSekela Balawuli-Jikelele, kuBalawuli abaziiNtloko, kuBalawuli (kwaNdlunkulu nakwii-ofisi zezithili), kwiiNtloko zamacandelo namacandelwana akwaNdlunkulu, kwiiNtloko zoKunika iNkxaso kwiKharityhulam, kwiiNtloko zoLawulo noKuphathwa kwamaZiko, kwiiNtloko zoQuquzelelo neNgcebiso kwiMfundo eneeMfuno eziZodwa, kuBaphathi beeSekethe, kuBacebisi ngeZifundo, kwiiNqununu zezikolo zikarhulumente, kwiiNtloko zamaziko eBakala R abhalisiweyo nakooSihlalo bamabhunga olawulo kwizikolo zikarhulumente eziqhelekileyo

Isishwankathelo esifutshane: *Kucelwa izikolo zityumbe ootitshala abakufaneleyo ukuwongwa kumaBhaso okuWonga ooTitshala kaZwelonke.*

**Isihloko: AmaBhaso okuWonga ooTitshala kaZwelonke ka-2019**

1. AmaBhaso okuWonga ooTitshala kaZwelonke (*National Teaching Awards*) (NTAs) athathela ingqalelo ukutshatshela kwezemfundo nemigangatho exhomileyo yokufundisa kwaye anika abo bakwinkonzo yezemfundo ithuba lokubhiyozela impumelelo yootitshala abamsebenzi utshatshela ngokukodwa.
2. ISebe leMfundo leNtshona Koloni (WCED), ngako oko, linebhongo ngokuba liza kubamba yaye liququzelele itheko lamabhaso okuwonga ootitshala bephondo lonyaka we-20, elandulela itheko lee-NTAs loNyaka we-20.
3. ISikhokelo i-*Nomination and Information Guide* sengcaciso esikwikhompyutha (*electronic version*) esimalunga nokutyunjwa, nesineefom zokutyumba amagama neekhrayitheriya zokufaneleka siyafumaneka kwezi linki zilandaleyo. Apha kukwaqhotyoshelwe nekopi yesi Sikhokelo i-*Nomination and Information Guide*. Uyacelwa uqaphele ukuba akukho zikopi ziprintiweyo ziya kunikwa izikolo. Ziyacelwa izikolo ziwakhuphele (*download*) amaxwebhu akhankanyiweyo ngokungena kwezi linki zilandelayo:

- <https://wcedonline.westerncape.gov.za>

4. Kucelwa bonke ootitshala, amabhunga olawulo namagosa ezithili ukuba bangenise amagama abatyunjiweyo ngokusekelwe kwiikhratheriya eziqulethwe kwiSikhokelo soKutyumba i-*Nomination and Information Guide*, kwiinqununu zabo okanye kubaphathi bamaziko abo.
5. Ootitshala abafanele ukuwongwa banokutyunjwa kwezi ndidi zilandelayo:
- UkuTshatshela ekuFundiseni kwiBakala R
  - UkuTshatshela ekuFundiseni kwiZikolo eziziiPrayimari (kumaBakala 1–7)
  - UkuTshatshela ekuFundiseni kwiZikolo eziziiSekondari (kumaBakala 8–12)
  - UkuTshatshela kuBunkokeli kwiZikolo eziziiPrayimari
  - UkuTshatshela kuBunkokeli kwiZikolo eziziiSekondari
  - UkuTshatshela ekuFundiseni kwiMfundo eneeMfuno eziZodwa
  - UkuTshatshela kwiThekhnoloji – IBhaso lokuFunda nokuFundisa okuPhuculweyo
  - UkuTshatshela ekuFundiseni iMathematika (GET)
  - UkuTshatshela ekuFundiseni iiSayensi zeNdalo (GET)
  - IBhaso leMpumelelo kwezeMfundo ngeXesha Lonke loKuphila
6. Kuphela ngootitshala, o.k.t. iinqununu, amasekela-nqununu, ootitshala, iitheraphisti nesayikholojisti, kwizikolo zikarhulumente zabafundi bemfundo eneemfuno ezizodwa abanokungenela udidi loKutshatshela ekuFundiseni kwiMfundo eneeMfuno eziZodwa). Kucelwa nifunde umhlathi 7.1 (Pg. 46) weSikhokelo i-*Nomination and Information Guide* ukufumana ingcaciso engaphezulu.
7. Kucelwa iinqununu nabaphathi bamaziko bathumele iifom ezinamagama abatyunjiweyo ezizaliswe ngokupheleleyo kwii-ofisi zezithili zazo ukulungiselela ukuba ziqwalaselwe ngabaququzeleli bezithili. Ukuba ufuna ingcaciso engaphezulu, kucelwa uqhagamshelane nomququzeleli wesithili ochaphazelekayo nodweliswe apha ngezantsi:

Isithili	Umququzeleli wesithili (Abaququzeleli bezithili)	Inombolo yefoni	Idilesi ye-imeyili
<b>Metropole North</b>	Mr Trevor Adams	021 938 3016	Trevor.Adams@westerncape.gov.za
	Mr Owen Weeder	021 938 3174	Owen.Weeder@westerncape.gov.za
<b>Metropole Central</b>	Ms Lesley Hutchings	021 514 6945	Lesley.Hutchings@westerncape.gov.za
<b>Metropole South</b>	Ms Sharon Lewin	021 704 9364	Sharon.Lewin@westerncape.gov.za
	Mr Rowan Esau	021 370 2016	Rowan.Esau@westerncape.gov.za
<b>Metropole East</b>	Ms Nuraan Ameeroedien	021 900 7035	Nuraan.Ameeroedien@westerncape.gov.za
	Mr Keith de Wet	021 900 7036	Keith.DeWet@westerncape.gov.za
<b>West Coast</b>	Mr Craig Paulsen	021 860 1208	Craig.Paulsen@westerncape.gov.za
<b>Cape Winelands</b>	Mr Alton Koenze	023 348 4673	Alton.Koenze@westerncape.gov.za
	Mr Bertram Jacobs	021 348 0633	Bertram.Jacobs@westerncape.gov.za
<b>Overberg</b>	Mr Ferlin Beukes	028 214 7367	Ferlin.Beukes@westerncape.gov.za
<b>Eden &amp;</b>	Ms Yolande Damon	044 803 8344	Yolande.Damon@westerncape.gov.za

<b>Central Karoo</b>	Mr David Sampson	044 803 8341	David.Sampson@westerncape.gov.za
<b>Provincial Office (CTLI)</b>	Mr Gavin de Bruyn	021 900 5062/37	Gavin.Debruyn@westerncape.gov.za
	Ms Jacqueline Titus	021 900 5035	Jacqueline.Titus@westerncape.gov.za

8. Kucelwa ootitshala abatyunjiweyo bazazi iikhrayitheriya nenkqubo yokugweba (*adjudication*) ukukhetha abafanelekileyo.
9. Ukulungiselela ukukhetha abaphumeleleyo kumanqanaba ezikolo ezisebenzisanayo, kwawephondo nakumanqanaba kazwelonke, kuya kufuneka abo batyunjiweyo benze inkcazo-ntetho (ngo-*PowerPoint* okanye ngephowusta) ngeekhrayitheriya eziqhelekileyo nezo zikhethekileyo, beqaqambisa umsebenzi wabo omawuthathelwe ingqalelo ukulungiselela eli bhaso linqwenelekayo. Oku kuya kusebenza njengodliwano-ndlebe lokugqibela lokukhetha abaphumeleleyo kwizikolo ezisebenzisanayo, kwiphondo nakuzwelonke.
10. Ngootitshala abahlanu abona baninzi abanokwenza ikomiti yodidi ngalunye.
11. Umhla wokuvalwa kokungeniswa kwazo zonke iifom zamagama abatyunjiweyo athunyelwa kubaququzeleli bezithili ngowe-**23 Agasti 2019**.
12. Abo baphume isibini nabo baphume phambili (*winners*) kwizikolo ezisebenzisanayo nakwiphondo baya kufumana iivawutsha ze-*Information and Communication Technology (ICT)*, zamaxabiso awahlukeneyo ezinokusetyenziswa kumboneleli-nkonzo we-*ICT* owaziwayo.

<b>Inqanaba</b>	<b>IXabiso leVawutsha ye-ICT</b>
Abaphume phambili kwizikolo ezisebenzisanayo ( <i>Cluster winners</i> )	R4 000
Abaphume isibini ( <i>2<sup>nd</sup> and 3<sup>rd</sup></i> ) kwizikolo ezisebenzisanayo ( <i>Cluster winners</i> ) ( <i>2<sup>nd</sup> and 3<sup>rd</sup></i> )	R2 000
Abaphume phambili kwiphondo	R12 000
Abaphume isibini kwiphondo	R7 000

13. Bonke abaphumeleleyo kwiphondo baya kunikwa iikhompyutha ezizi-*Laptop*.
14. Ukongeza apho, izikolo eziphumeleleyo ziya kufumana ibhonasi eyimali eyi-R5 000 (kwizikolo ezisebenzisanayo) ne-R7 500 (kwiphondo) ngesikolo ngasinye ngophume phambili ngamnye ogqwesileyo, nenokusetyenziselwa uqeqesho kumsebenzi wobutitshala nokuphucula isakhono sabo sokufundisa.
15. AmaBhaso okuWonga ootitshala kaZwelonke (*NTAs*) axhaswa yiNtloko yeSebe leMfundo, yimibutho yabasebenzi, yimibutho yamabhunga olawulo nanguMphathiswa wePhondo ojongene nezeMfundo.

16. Kukhuthazwa bonke abahlali abayinxalenye yesikolo (*school community*) ukuba bathathe inxaxheba ekutyumbeni amagama ootitshala abafanele ukungenela amaBhaso okuWonga ooTitshala kaZwelonke ii-NTAs.
17. Kucelwa wazise okukule setyhula bonke ootitshala abafundisayo ukuze bakuthathele ingqalelo.

**ISAYINWE:** NGU-BK SCHREUDER  
**INTLOKO YESEBE LEMFUNDO**  
**UMHLA:** 2019-08-02



**NOMINATION FORM 2019**

To be completed by the Nomination Team. Note the eligibility and disqualification criteria in the NTA Information Guide. All forms must be handed in to the district on or before the date determined by the relevant Provincial Education Department.

**Category of nomination (Please refer to the NTA Information Guide):**

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The **Nomination Team** wishes to nominate the following individual or team members for the above category. Attach copies of **SACE Certificate, ID document and latest IQMS score** of each nominee to the nomination form:

Title	First Name	Surname	Mobile Number

**School/Centre Details:**

School Name			EMIS No.	
Name of Principal				
Type of School	Primary/Secondary/Combined/Full Service/LSEN/ECD Centre			
School/Centre Physical Address				
Telephone No.	( )	Fax No.	( )	
E-mail Address			Cell No.	
District/Region			Province	

**Endorsement:** By signing the nomination form, the Principal and SGB/CGB Chairperson endorse the nomination by the Nomination Team.

Signature of Principal		Date	
Signature of Chairperson of the SGB/CGB		Date	

**Special Notes:**

- If the Principal or SGB/CGB Chairperson cannot sign for whatever reason, please also provide the information in the table below.
- If the Principal is the nominee, he/she must only sign in the space provided for the Nominee(s) on the Form .
- The SGB/CGB of the Nomination Team must agree on a person who will sign on behalf of the Principal.
- If a District/Regional Official is the nominator, the Principal must endorse the nomination.

Name of person signing on behalf of the Principal or Chairperson of the SGB/CGB	
Designation of Signatory	
Statement of Motivation for signing on behalf of the Principal or Chairperson of the SGB/CGB	



**SELF/TEAM PORTRAIT FORM 2019**

A series of horizontal dotted lines for writing.











# THE NOMINATION GUIDE FOR THE 20th EDITION OF THE NATIONAL TEACHING AWARDS



**basic education**  
Department:  
Basic Education  
REPUBLIC OF SOUTH AFRICA

**19<sup>TH</sup> Annual  
National  
Teaching  
Awards**





# THE NOMINATION GUIDE FOR THE 20<sup>th</sup> EDITION OF THE NATIONAL TEACHING AWARDS



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# 1. Definition of terms

For the purpose of this guide, the following definitions should apply:

<b>Term</b>	<b>Definition</b>
<b>Adjudicators</b>	Refers to specialists in related areas of whom form part of adjudication panels responsible for assessing and selecting the best projects at provincial and national level.
<b>Code of conduct</b>	Code of conduct is a set of rules outlining the social norms and religious rules and responsibilities of, or proper practices for, an individual, party or organisation. Related concepts include ethical, honor, moral codes and religious laws.
<b>Context</b>	This refers to learners' needs, interests and background (social, economic, political, cultural, etc.)
<b>Diversity</b>	Differences in people, taking into account the following aspects: culture, language, geographical background, ability, age, economic and social background in your school setting. Diversification in teaching methods, strategies and assessment through accommodating all learners.
<b>EWP 6</b>	Education White Paper 6
<b>Excellence:</b>	To maintain high standards of performance, professionalism and aim to be the best in everything including being fair, ethical and trustworthy.
<b>Fourth Industrial Revolution</b>	The Fourth Industrial Revolution (4IR) is the fourth major industrial era since the initial Industrial Revolution of the 18th century. It is about more than just technology-driven change; it is an opportunity to help everyone, including leaders, policy-makers and people from all income groups and nations, to harness converging technologies in order to create an inclusive, human-centred future.
<b>Governance Structure</b>	Refers to School/ECD centres Governing Body.
<b>Grade R Category:</b>	All public schools and the ECD centres/sites registered with the Department of Basic Education and/or Department of Social Development.
<b>ICT</b>	Information and Communication Technology





<b>Term</b>	<b>Definition</b>
<b>Inclusivity</b>	According to Education White Paper 6 (SA, 2001) inclusion is about accommodating the needs of all learners, irrespective of disability, cultural and socio-economic background. Additionally, it refers to a change in attitude, behaviour, teaching and assessment methods, curricula and teaching and learning environments to accommodate all learners, as well as maximizing the participation of all learners and particularly the needs of those learners who experience barriers to learning).
<b>Multi-valency</b>	The quality or state of having many values, meanings, or appeals.
<b>PDE</b>	Provincial Department of Education
<b>Primary School:</b>	From Grade 1 to 7.
<b>Professional Teacher Development</b>	This refers to a lifelong learning of teachers intended at helping them to improve their professional knowledge, competence, skill, and effectiveness.
<b>School Community:</b>	This includes parents, care-givers, teachers, learners, the business sector, local community and organisations, teacher unions, and School Governing Bodies (SGBs).
<b>Secondary School:</b>	From Grade 8 to 12.
<b>SIAS Policy</b>	Policy on Screening, Identification, Assessment and Support (SIAS). This refers to the policy on Screening, Identification, Assessment and Support, which is aimed at ensuring that all learners of school-going age who experience barriers to learning, including those who are disabled, will be able to access inclusive, quality, free, primary and secondary education on an equal basis with other young people in the communities in which they live.
<b>SNA Forms</b>	Support Needs Assessment Forms of the SIAS Policy



Term	Definition
<b>Social Cohesion Issues:</b>	Among other things, this refers to the following: <ul style="list-style-type: none"> <li>• Demographic representation;</li> <li>• Gender;</li> <li>• Race relations;</li> <li>• Constitutional precepts such as redress and access and the importance of teaching in achieving social goals.</li> </ul>
<b>Social goals</b>	This refers to matters such as human rights, inclusivity, environmental and social justice as described in the Curriculum and Assessment Policy Statement (CAPS).
<b>Team Work</b>	To partner together as colleagues, working as a team to achieve shared organisational goals. A team should be a group of colleagues in a particular grade, phase, subject or the school/centre management team. A maximum of 5 (five) teachers form a team.
<b>Technology-Enhanced Classroom Teaching</b>	To integrate technology in day to day classroom teaching activities by teachers in public schools, mainstream and full service schools. <b>Appendices:</b> 1. Form 1 2. Form 2 3. Form 3



## 2. Introduction

The Department of Basic Education wishes to salute all schools and teachers who have entered the National Teaching Awards (NTA). The NTA Scheme was conceptualised and launched in 2000 and now enters its twentieth year of implementation. Through extensive consultation, the scheme has been refined, sharpened, as well as broadened in terms of its frame and categories. We therefore welcome you to the 20<sup>th</sup> edition of the NTA.

The NTA scheme is one of the ways in which the Department of Basic Education acknowledges, the extraordinary efforts made by excellent teachers, often in very difficult conditions. Such teachers provide better futures for learners, because lack of quality education is a major factor behind many social, political, economic and health challenges faced by the world today; as well as contributing to poverty, prejudice and conflict.

To mark the 20<sup>th</sup> anniversary of the NTA, DBE has expanded the Project by including the African Union (AU) and the Global Teacher Prize (GTP) criteria. In future the NTA winners will participate in the AU and GTP awards.

## 3. The objectives of the Ministry of Basic Education through the NTA are to:

- (a) Focus public attention on the positive aspects of Basic Education, thereby raising the public image of the teaching profession;
- (b) Recognise and promote excellence in teaching performance;
- (c) Honour dedicated creative and effective teachers and schools;
- (d) Encourage best practice in schools;
- (e) Afford South Africans the opportunity to publicly say thank you to all outstanding teams or individual teachers in schools; and
- (f) To afford the South African teachers an opportunity to compete with the best teachers in Africa and the globally through the African Union (AU) and the Global Teacher Prize (GTP).



## 4. Structure of the Nomination Guide

The Nomination Guide is divided into the following:

- (a) The categories
- (b) Awards for the NTA
- (c) Rules Pertaining to the NTA 2019
- (d) 2019 NTA - Nomination Form (Form 1)
- (e) 2019 NTA - Team/Self Portrait Form (Form 2)
- (f) 2019 NTA - School Motivation Form (Form 3)
- (g) The Dispute Resolution Mechanism
- (h) General matters

## 5. CATEGORIES

**There are ten categories, in each category, teachers are expected to define, elaborate, and speak to the effects/impact and provide evidence of any action mentioned in the categories as listed below:**

- (i) Excellence in Primary School Teaching;
- (ii) Excellence in Secondary School Teaching;
- (iii) Excellence in Primary School Leadership;
- (iv) Excellence in Secondary School Leadership;
- (v) Excellence in Grade R Teaching;
- (vi) Excellence in Special Needs Teaching;
- (vii) Excellence in teaching Mathematics (GET);
- (viii) Excellence in teaching Natural Sciences (GET);
- (ix) Excellence in Technology–Enhanced, Teaching and Learning Award; and the
- (x) Lifetime Achievement Award



- (a) Each category is divided into **general** and **specific** criteria.
- (b) The general criteria and the questions are the **same** for all the categories and the teachers are expected to do presentations while answering the questions during the formal interview process.
- (c) Each teacher/team will be assessed against the general criteria and the specific criteria of the category entered for.
- (d) When responding to General Criteria, **each teacher/team is expected to align the answer/presentation** to the category that they have entered for.
- (e) **The general criteria, which are applicable to all categories will only appear once in the guide to avoid re-writing them at the beginning of each category.**
- (f) The following pages consist of the general criteria followed by all the categories and their specific criteria.



## 5.1 GENERAL CRITERIA, QUESTIONS AND SCORES

All teachers regardless of category should respond to general criteria.

Criteria	Questions based on general criteria	Max score
<b>1. Contribution to the ethos and morale of the school</b>		
1.1 How the teacher motivates and inspires learners and colleagues; and involve them in programmes that unify the school community.	1.1 How do you motivate and inspire learners, colleagues, and the school community in programmes that unify the school?	<b>4</b>
1.2 Engages in continuing professional development activities, which have a positive impact on classroom activities.	1.2 Expand on how you engage in the continuing professional development activities which have a positive impact on classroom activities?	<b>4</b>
<b>2. Future focused education</b>		
2.1 Integration of the Fourth Industrial Revolution (4IR) skills and competencies in teaching to prepare the learners for the future.	2.1 Explain how you integrate the Fourth Industrial Revolution (4IR) skills and competencies in your teaching to prepare the learners for the future?	<b>4</b>
2.2 Helping learners to become global citizens through providing them with a value-based education that equips them for a world where they will potentially live, work and socialise with people from many different nationalities, cultures and religions.	2.2 Explain how you help learners to become global citizens through providing them with a value-based education that equips them for a world where they will potentially live, work and socialise with people from many different nationalities, cultures and religions?	<b>4</b>



Criteria	Questions based on general criteria	Max score
<b>3. Contribution to co- and extra-curricular activities in the school community</b>		
3.1 How the teacher encourages learners and colleagues to participate in extra-curricular activities for the holistic development of learners.	3.1 How do you encourage learners and colleagues to participate in the extra-curricular activities and use the extra-curricular activities for the holistic developments of the learners?	<b>4</b>
<b>4. Social justice issues:</b>		
4.1 How the teacher deals with the impact and effects of the following social justice issues:  (a) Race relations <b>and/or social cohesion</b> ;  (b) Diversity <b>and/or</b> inclusivity;  (c) Poor facilities and inadequate resources;  (d) <b>Teenage pregnancy and/or, HIV and Aids and/or</b> other diseases; and  (e) Substance abuse, <b>and/or</b> bullying <b>and/or gangsterism</b> .  <b>Choose any two (2) of the above and elaborate</b>	4.1 How do you teach in a way which ensures that you address the impact and effects of the following social justice issues:  (a) Race relations <b>and/or social cohesion</b> ;  (b) Diversity <b>and/or</b> inclusivity;  (c) Poor facilities and inadequate resources;  (d) <b>Teenage pregnancy and/or, HIV and Aids and/or</b> other diseases; and  (e) Substance abuse, <b>and/or</b> bullying <b>and/or gangsterism</b> .  <b>Choose any two (2) of the above and elaborate</b>	<b>8</b>
<b>5. Professionalism in teaching</b>		
5.1 Engaging in activities and networks that enhance the social and cultural value of learning.	5.1 Can you, by means of examples, tell us about the activities and networks that you are involved in that enhance the social and cultural value of learning?	<b>4</b>



<b>Criteria</b>	<b>Questions based on general criteria</b>	<b>Max score</b>
5.2 Demonstrating multi-valency in facilitating acquisition of knowledge, skills and competencies, as well as values for peace building and responsible citizenship.	5.2 Explain how you demonstrate multi-valency in facilitating acquisition of knowledge, skills and competencies, as well as values for peace building and responsible citizenship?	<b>4</b>
5.3 Contribution to the teaching profession.	5.3 Enlighten us on how you have improved the teaching profession through:  (a) Positive engagement with fellow teachers;  (b) Helping colleagues overcome any challenges they face in the school; and  (c) Encourage mutual learning;	<b>4</b>
<b>SUB TOTAL</b>		<b>40</b>





## 5.2 CATEGORIES: SPECIFIC CRITERIA, QUESTIONS AND SCORES

**NOTE:** Each category has general criteria, specific criteria, questions, and scores, as illustrated in the previous page.

### 5.2.1 EXCELLENCE IN GRADE R TEACHING

Criteria	Questions	Max score
<b>1. Creatively engage learners with the curriculum to enhance their learning experience and competencies using:</b>		
1.1 Knowledge, skills and competencies to identify learners' strengths and weaknesses, to choose appropriate teaching and learning strategies.	1.1 How do you apply knowledge, skills and competencies to identify learner's strengths and weaknesses to choose appropriate teaching and learning strategies?	<b>5</b>
1.2 Learner-centred techniques that provide for acquiring of basic skills, knowledge, competencies and promotion of critical thinking and problem solving skills (21 <sup>st</sup> century skills), in line with CAPS.	1.2 Mention the learner-centred teaching techniques that you use that provide for learners' acquisition of basic skills, knowledge, competencies and promotion of critical thinking and problem solving skills (21 <sup>st</sup> century skills), in line with CAPS?	<b>5</b>
1.3 Balancing curricular needs and the context of the learner; and teaching in diverse ways within the suggested time frame.	1.3 How do you keep a balance between curricular needs, context of the learners, and teaching in diverse ways within the suggested timeframe?	<b>5</b>
1.4 Having an impact on the community beyond the classroom that provide unique and distinguished models of excellence for the teaching profession and other professions.	1.4 How do you teach in ways that impact on the community beyond the classroom that provide unique and distinguished models of excellence for the teaching profession and other professions?	<b>5</b>
<b>SUB TOTAL</b>		<b>20</b>



Criteria	Questions	Max score
<b>2. Contribute to the personal development of learners by communicating effectively with them about their performance and progress by:</b>		
2.1 Keeping comprehensive records of planning, learner progress, ensuring that these are accessible at any given time to all stakeholders.	2.1 Clarify how you keep records of learners' progress and ensure that they are accessible at any given time to all stakeholders?	<b>5</b>
2.2 Actively involving learners in their own assessment in a way that fully supports their competencies, skills, attitudes and knowledge.	2.2 Explain how you involve learners in their own assessment in a manner that supports their needs and development of their competencies, skills, attitudes and knowledge?	<b>5</b>
2.3 Giving insightful, regular, consistent and timeous feedback, which is built into lesson designs and is available to all stakeholders.	2.3 Elaborate how you built into lesson designs feedback that is insightful, regular, timeous, consistent and available to all stakeholders?	<b>5</b>
2.4 Providing opportunities for learners to link curricular activities with real life experiences (educational tours, symposium, career days, exhibition etc). Provide evidence of the link between the tour and CAPS.	2.4 What opportunities do you provide learners to link curricular activities and real life experiences (educational tours, symposium, career days, exhibition etc). Provide evidence of the link between the tour and CAPS?	<b>5</b>
<b>SUB TOTAL</b>		<b>20</b>
<b>3. Adapting learning and teaching strategies to meet the needs of individual learners' effectively</b>		
3.1 Use different techniques to build learners' self-esteem, and cooperative learning so that learners are motivated, self-disciplined and independent.	3.1 In your teaching, how do you build learners' self-esteem and cooperative learning so that learners are motivated, self-disciplined and independent?	<b>5</b>



<b>Criteria</b>	<b>Questions</b>	<b>Max score</b>
3.2 Organising space to enable all learners to be productive and engaged in learning.	3.2 Describe how you organise space to enable all learners to be productive and engaged in learning?	<b>5</b>
3.3 Teaching strategies that are replicable and scalable to influence the quality of education globally.	3.3 Please share the teaching strategies that are replicable and scalable to influence the quality of education globally?	<b>5</b>
3.4 Regular self-monitoring to ensure the implementation of strategic objectives and policies; and using results to improve practice.	3.4 Provide with evidence examples on how you apply self-monitoring tools, to ensure the implementation of strategic objectives and policies; and you use results to improve your practice?	<b>5</b>
<b>SUB TOTAL</b>		<b>20</b>
<b>TOTAL</b>		<b>60</b>



## 5.2.2 EXCELLENCE IN PRIMARY SCHOOL TEACHING

Criteria	Questions	Max score
<b>1. Creatively engage learners with the curriculum to enhance their learning experience and competencies using:</b>		
1.1 Knowledge, skills and competencies to identify learners' strengths and weaknesses, to choose appropriate teaching and learning strategies.	1.1 How do you apply knowledge, skills and competencies to identify learner's strengths and weaknesses to choose appropriate teaching and learning strategies?	<b>5</b>
1.2 Learner-centred techniques that provide for acquiring of basic skills, knowledge, competencies and promotion of critical thinking and problem solving skills (21 <sup>st</sup> century skills), in line with CAPS.	1.2 Mention the learner-centred teaching techniques that you use that provide for learners' acquisition of basic skills, knowledge, competencies and promotion of critical thinking and problem solving skills (21 <sup>st</sup> century skills), in line with CAPS?	<b>5</b>
1.3 Balancing curricular needs and the context of the learner; and teaching in diverse ways within the suggested time frame.	1.3 How do you keep a balance between curricular needs, context of the learners, and teaching in diverse ways within the suggested timeframe?	<b>5</b>
1.4 Having an impact on the community beyond the classroom that provide unique and distinguished models of excellence for the teaching profession and other professions.	1.4 How do you teach in ways that impact on the community beyond the classroom that provide unique and distinguished models of excellence for the teaching profession and other professions?	<b>5</b>
<b>SUB TOTAL</b>		<b>20</b>
<b>2. Contribute to the personal development of learners by communicating effectively with them about their performance and progress by:</b>		
2.1 Keeping comprehensive records of planning, learner progress, ensuring that these are accessible at any given time to all stakeholders.	2.1 Clarify how you keep records of learners' progress and ensure that they are accessible at any given time to all stakeholders?	<b>5</b>



<b>Criteria</b>	<b>Questions</b>	<b>Max score</b>
2.2 Actively involving learners in their own assessment in a way that fully supports their competencies, skills, attitudes and knowledge.	2.2 Explain how you involve learners in their own assessment in a manner that supports their needs and development of their competencies, skills, attitudes and knowledge?	<b>5</b>
2.3 Giving insightful, regular, consistent and timeous feedback, which is built into lesson designs and is available to all stakeholders.	2.3 Elaborate how you built into lesson designs feedback that is insightful, regular, timeous, consistent and available to all stakeholders?	<b>5</b>
2.4 Providing opportunities for learners to link curricular activities with real life experiences (educational tours, symposium, career days, exhibition etc). Provide evidence of the link between the tour and CAPS.	2.4 What opportunities do you provide learners to link curricular activities and real life experiences (educational tours, symposium, career days, exhibition etc). Provide evidence of the link between the tour and CAPS?	<b>5</b>
<b>SUB TOTAL</b>		<b>20</b>



Criteria	Questions	Max score
<b>3. Adapting learning and teaching strategies to meet the needs of individual learners' effectively</b>		
3.1 Use different techniques to build learners' self-esteem, and cooperative learning so that learners are motivated, self-disciplined and independent.	3.1 In your teaching, how do you build learners' self-esteem and cooperative learning so that learners are motivated, self-disciplined and independent?	<b>5</b>
3.2 Organising space to enable all learners to be productive and engaged in learning.	3.2 Describe how you organise space to enable all learners to be productive and engaged in learning?	<b>5</b>
3.3 Teaching strategies that are replicable and scalable to influence the quality of education globally.	3.3 Please share the teaching strategies that are replicable and scalable to influence the quality of education globally?	<b>5</b>
3.4 Regular self-monitoring to ensure the implementation of strategic objectives and policies; and using results to improve practice.	3.4 Provide with evidence examples on how you apply self-monitoring tools, to ensure the implementation of strategic objectives and policies; and you use results to improve your practice?	<b>5</b>
<b>SUB TOTAL</b>		<b>20</b>
<b>TOTAL</b>		<b>60</b>



### 5.2.3 EXCELLENCE IN SECONDARY SCHOOL TEACHING

Criteria	Questions	Max score
<b>1. Creatively engage learners with the curriculum to enhance their learning experience and competencies using:</b>		
1.1 Knowledge, skills and competencies to identify learners' strengths and weaknesses, to choose appropriate teaching and learning strategies.	1.1 How do you apply knowledge, skills and competencies to identify learner's strengths and weaknesses to choose appropriate teaching and learning strategies?	<b>5</b>
1.2 Learner-centred techniques that provide for acquiring of basic skills, knowledge, competencies and promotion of critical thinking and problem solving skills (21 <sup>st</sup> century skills), in line with CAPS.	1.2 Mention the learner-centred teaching techniques that you use that provide for learners' acquisition of basic skills, knowledge, competencies and promotion of critical thinking and problem solving skills (21 <sup>st</sup> century skills), in line with CAPS?	<b>5</b>
1.3 Balancing curricular needs and the context of the learner; and teaching in diverse ways within the suggested time frame.	1.3 How do you keep a balance between curricular needs, context of the learners, and teaching in diverse ways within the suggested timeframe?	<b>5</b>
1.4 Having an impact on the community beyond the classroom that provide unique and distinguished models of excellence for the teaching profession and other professions.	1.4 How do you teach in ways that impact on the community beyond the classroom that provide unique and distinguished models of excellence for the teaching profession and other professions?	<b>5</b>
<b>SUB TOTAL</b>		<b>20</b>



Criteria	Questions	Max score
<b>2. Contribute to the personal development of learners by communicating effectively with them about their performance and progress by:</b>		
2.1 Keeping comprehensive records of planning, learner progress, ensuring that these are accessible at any given time to all stakeholders.	2.1 Clarify how you keep records of learners' progress and ensure that they are accessible at any given time to all stakeholders?	<b>5</b>
2.2 Actively involving learners in their own assessment in a way that fully supports their competencies, skills, attitudes and knowledge.	2.2 Explain how you involve learners in their own assessment in a manner that supports their needs and development of their competencies, skills, attitudes and knowledge?	<b>5</b>
2.3 Giving insightful, regular, consistent and timeous feedback, which is built into lesson designs and is available to all stakeholders.	2.3 Elaborate how you built into lesson designs feedback that is insightful, regular, timeous, consistent and available to all stakeholders?	<b>5</b>
2.4 Providing opportunities for learners to link curricular activities with real life experiences (educational tours, symposium, career days, exhibition etc). Provide evidence of the link between the tour and CAPS.	2.4 What opportunities do you provide learners to link curricular activities and real life experiences (educational tours, symposium, career days, exhibition etc). Provide evidence of the link between the tour and CAPS?	<b>5</b>
<b>SUB TOTAL</b>		<b>20</b>





Criteria	Questions	Max score
<b>3. Adapting learning and teaching strategies to meet the needs of individual learners' effectively</b>		
3.1 Use different techniques to build learners' self-esteem, and cooperative learning so that learners are motivated, self-disciplined and independent.	3.1 In your teaching, how do you build learners' self-esteem and cooperative learning so that learners are motivated, self-disciplined and independent?	<b>5</b>
3.2 Organising space to enable all learners to be productive and engaged in learning.	3.2 Describe how you organise space to enable all learners to be productive and engaged in learning?	<b>5</b>
3.3 Teaching strategies that are replicable and scalable to influence the quality of education globally.	3.3 Please share the teaching strategies that are replicable and scalable to influence the quality of education globally?	<b>5</b>
3.4 Regular self-monitoring to ensure the implementation of strategic objectives and policies; and using results to improve practice.	3.4 Provide with evidence examples on how you apply self-monitoring tools, to ensure the implementation of strategic objectives and policies; and you use results to improve your practice?	<b>5</b>
<b>SUB TOTAL</b>		<b>20</b>
<b>TOTAL</b>		<b>60</b>



## 5.2.4 EXCELLENCE IN PRIMARY SCHOOL LEADERSHIP

Criteria	Questions	Max score
<b>1. Demonstrate positive and clear leadership in directing and guiding the school, centre or community by:</b>		
1.1 Clarity and impact of mission and vision in the school community.	1.1 What is your mission and vision for the school, and what impact has its implementation produced in the school community?	<b>5</b>
1.2 Mentoring, supporting and providing staff development initiatives.	1.2 What staff development programmes have you initiated to ensure staff training and mentoring and how do you conduct monitoring and support in a manner that encourages teachers to do more than is required?	<b>5</b>
1.3 Keeping comprehensive and up-to-date records that meet requirements in terms of accepted practices and/or developmental requirements.	1.3 Explain how you keep comprehensive and up-to-date records that meet requirements in terms of accepted practices and/or developmental requirements?	<b>5</b>
1.4 Delegating tasks appropriately to colleagues for the purpose of professional development and capacity building initiatives to acquire Type 1 and 2 PD points.	1.4 Describe how you delegate tasks appropriately to colleagues for the purpose of professional development and capacity building initiatives to acquire Type 1 and 2 PD points?	<b>5</b>
<b>SUB TOTAL</b>		<b>20</b>



Criteria	Questions	Max score
<b>2. Create and sustain a stimulating and supportive learning and teaching environment at the school or centre by:</b>		
2.1 Translating strategic objectives into action plans, thereby inspiring colleagues and engendering trust.	2.1 Elaborate on how you translate strategic objectives into action plans, thereby inspiring colleagues and engendering trust?	<b>5</b>
2.2 Keeping regular monitoring mechanisms in place to promote the implementation of strategic objectives and policies; and provide regular feedback which is linked to the monitoring done.	2.2 What monitoring mechanisms have you put in place to promote the implementation of strategic objectives and policies, and how do you provide regular feedback which is linked to the monitoring conducted?	<b>5</b>
2.3 Working with colleagues to effect improvements on an on-going basis.	2.3 Share how you successfully work with colleagues to effect improvements on an on-going basis?	<b>5</b>
2.4 Remaining approachable, sharing information and providing support, while encouraging independent thinking and innovation.	2.4 How do you ensure that you remain approachable, sharing information and providing support, while encouraging independent thinking and innovation?	<b>5</b>
<b>SUB TOTAL</b>		<b>20</b>



Criteria	Questions	Max score
<b>3. Create and foster links between the school, centre and real life situations for the benefit of the school, centre or community by:</b>		
3.1 Actively seeking solutions to school, centre or community problems and leading in carrying out suggested solutions.	3.1 Explain the part you have played and/or continue to play in actively seeking solutions for the school, centre or community problems and leading in carrying out suggested solutions?	<b>8</b>
3.2 Providing leadership in creating partnerships with relevant external organisations or institutions.	3.2 Explain your role in providing leadership in creating partnerships with relevant external organisations or institutions?	<b>6</b>
3.3 Encouraging and motivating others (colleagues) to take leadership roles that have an impact on the community beyond the classroom and provide unique and distinguished models of excellence for the teaching profession and others.	3.3 How do you encourage and motivate others (colleagues) to take leadership roles that have an impact on the community beyond the classroom and provide unique and distinguished models of excellence for the teaching profession and others?	<b>6</b>
<b>SUB TOTAL</b>		<b>20</b>
<b>TOTAL</b>		<b>60</b>



## 5.2.5 EXCELLENCE IN SECONDARY SCHOOL LEADERSHIP

Criteria	Questions	Max score
<b>1. Demonstrate positive and clear leadership in directing and guiding the school, centre or community by:</b>		
1.1 Clarity and impact of mission and vision in the school community.	1.1 What is your mission and vision for the school, and what impact has its implementation produced in the school community?	<b>5</b>
1.2 Mentoring, supporting and providing staff development initiatives.	1.2 What staff development programmes have you initiated to ensure staff training and mentoring and how do you conduct monitoring and support in a manner that encourages teachers to do more than is required?	<b>5</b>
1.3 Keeping comprehensive and up-to-date records that meet requirements in terms of accepted practices and/or developmental requirements.	1.3 Explain how you keep comprehensive and up-to-date records that meet requirements in terms of accepted practices and/or developmental requirements?	<b>5</b>
1.4 Delegating tasks appropriately to colleagues for the purpose of professional development and capacity building initiatives to acquire Type 1 and 2 PD points.	1.4 Describe how you delegate tasks appropriately to colleagues for the purpose of professional development and capacity building initiatives to acquire Type 1 and 2 PD points?	<b>5</b>
<b>SUB TOTAL</b>		<b>20</b>



Criteria	Questions	Max score
<b>2. Create and sustain a stimulating and supportive learning and teaching environment at the school or centre by:</b>		
2.1 Translating strategic objectives into action plans, thereby inspiring colleagues and engendering trust.	2.1. Elaborate on how you translate strategic objectives into action plans, thereby inspiring colleagues and engendering trust?	<b>5</b>
2.2. Keeping regular monitoring mechanisms in place to promote the implementation of strategic objectives and policies; and provide regular feedback which is linked to the monitoring done.	2.2 What monitoring mechanisms have you put in place to promote the implementation of strategic objectives and policies, and how do you provide regular feedback which is linked to the monitoring conducted?	<b>5</b>
2.3. Working with colleagues to effect improvements on an on-going basis.	2.3 Share how you successfully work with colleagues to effect improvements on an on-going basis?	<b>5</b>
2.4. Remaining approachable, sharing information and providing support, while encouraging independent thinking and innovation.	2.4 How do you ensure that you remain approachable, sharing information and providing support, while encouraging independent thinking and innovation?	<b>5</b>
<b>SUB TOTAL</b>		<b>20</b>



Criteria	Questions	Max score
<b>3. Create and foster links between the school, centre and real life situations for the benefit of the school, centre or community by:</b>		
3.1 Actively seeking solutions to school, centre or community problems and leading in carrying out suggested solutions.	3.1 Explain the part you have played and/or continue to play in actively seeking solutions for the school, centre or community problems and leading in carrying out suggested solutions?	<b>8</b>
3.2 Providing leadership in creating partnerships with relevant external organisations or institutions.	3.2 Explain your role in providing leadership in creating partnerships with relevant external organisations or institutions?	<b>6</b>
3.3 Encouraging and motivating others (colleagues) to take leadership roles that have an impact on the community beyond the classroom and provide unique and distinguished models of excellence for the teaching profession and others.	3.3 How do you encourage and motivate others (colleagues) to take leadership roles that have an impact on the community beyond the classroom and provide unique and distinguished models of excellence for the teaching profession and others?	<b>6</b>
<b>SUB TOTAL</b>		<b>20</b>
<b>TOTAL</b>		<b>60</b>



## 5.2.6 EXCELLENCE IN SPECIAL NEEDS TEACHING

Criteria	Questions	Max score
<b>1. Creatively engage learners with the curriculum to enhance their learning experience by:</b>		
1.1 Using knowledge, skills and competencies to identify and address the individual strengths and needs of learners through the rigorous application of the processes outlined in the Screening, Identification, and Assessment Strategy (SIAS) and SNA Forms.	1.1 Explain how do you address the diverse needs of learners through the application of the processes outlined in the Screening, Identification, and Assessment Strategy (SIAS) and SNA Forms?	<b>5</b>
1.2 Using learner-centred techniques and appropriate teaching and learning strategies that provide for acquiring appropriate skills and competencies, whilst displaying excellent content knowledge of relevant subjects to promote critical thinking and problem solving.	1.2 Explain how you use learner-centred techniques and appropriate teaching and learning strategies that provide for acquiring appropriate skills and competencies, whilst at the same time displaying excellent content knowledge of relevant subjects to promote critical thinking and problem solving?	<b>5</b>
1.3 Differentiating the curriculum to suit the needs of the learners within the framework of Education White Paper 6 and responding appropriately to the barriers to teaching and learning by incorporating multi-modal strategies relevant to the needs of the learners.	1.3 Describe how you use White Paper 6 to differentiate the curriculum to suit the diverse needs of learners, responding appropriately to barriers of learning in teaching methodologies by incorporating multi-modal strategies relevant to learners?	<b>5</b>
1.4 Using language (including South African Sign Language) and assistive devices for communication, such as Augmentative and Alternative Communication for teaching and learning to enhance learners' access to the curriculum.	1.4 Explain how you use language (including South African Sign Language) and assistive devices, for communication such as Augmentative and Alternative Communication to enhance learners' access to the curriculum?	<b>5</b>





Criteria	Questions	Max score
<b>SUB TOTAL</b>		<b>20</b>
<b>2. Communicate learners' progress effectively to both learners and their families, listen and respond constructively to their views by:</b>		
2.1 Provision of regular and timeous learner assessment by involving learners in their own assessment in a manner that fully supports and recognises their developmental needs, and development of their skills, knowledge and competencies.	2.1 Explain how you conduct regular and assessment by involving learners in their own assessment in a manner that fully supports and recognises their developmental needs, and development of their skills, knowledge and competencies?	<b>5</b>
2.2 Keeping comprehensive records of planning and learner progress and ensuring that these are accessible at any given time to learners, parents, caregivers and stakeholders.	2.2 Describe how you ensure that you keep records of learners' progress and provide the necessary feedback to learners, parents, caregivers and stakeholders?	<b>5</b>
2.3 Giving insightful, regular, consistent and timeous feedback, which is built into lesson designs and is available to learners and parents; guardians and other stakeholders.	2.3 How do you give insightful, regular, consistent and timeous feedback, which is built into lesson designs and is available to learners and parents, guardians and other stakeholders?	<b>5</b>
2.4 Providing guidance and support informed by the curriculum, for career and life choices to learners, parents, guardians and other stakeholders; and also involve relevant agencies in the process.	2.4 How do you provide guidance and support informed by the curriculum, for career and life choices <sup>1</sup> to learners, parents, guardians and other stakeholders; and also involve relevant agencies in the process?	<b>5</b>
<b>SUB TOTAL</b>		<b>20</b>



Criteria	Questions	Max score
<b>3. Adapt learning and teaching strategies to meet the needs of individual learners effectively by:</b>		
3.1 Using therapists and psychologists support, to design differentiated curriculum delivery strategies to promoting learners' self-esteem.	3.1 Explain how you use curriculum differentiation through initiating support mechanisms <b>or</b> with the help of therapists and psychologists to support to build learners' esteem?	<b>5</b>
3.2 Planning the integration of resources and assistive technology that are relevant to the learners' developmental and special needs (allowing for creativeness, innovation and improvisation).	3.2 How do you utilise the resources and assistive technology that are relevant to the learners' developmental and special needs, resulting in creativeness, innovation and improvisation?	<b>5</b>
3.3 Organising space to enable all learners to be productively engaged in learning.	3.3 How do you organise the space to enable all learners to be productively engaged in learning?	<b>5</b>
3.4 Using appropriate language for teaching and learning to the benefit of learners; and recognising the involvement of parents, guardians and other stakeholders; in the school or centre.	3.4 How do you use appropriate language of teaching and learning to the benefit of learners and recognise the involvement of parents, guardians and other stakeholders; in the school/ centre?	<b>5</b>
<b>SUB TOTAL</b>		<b>20</b>
<b>TOTAL</b>		<b>60</b>



## 5.2.7 EXCELLENCE IN TEACHING MATHEMATICS (GET)

Criteria	Questions	Max score
<b>1. Excellence in teaching and supporting learning by the:</b>		
1.1 Development of learners' appreciation and understanding of Mathematics.	1.1 Explain the <u>techniques</u> that you are applying to develop the learners' appreciation and understanding of Mathematics?	<b>5</b>
1.2 Creative use of learning materials including technology within appropriate contexts to promote Mathematics inside and outside the school.	1.2 Elaborate on how you optimally use available resources to:  (a) Enhance learning in your Mathematics lessons? (b) Promote Mathematics teaching inside and outside the school? (c) Enhance ICT integration in your class?	<b>5</b>
1.3 Enthusiasm for the subject evident in:  (a) The ability to motivate learners to learn Mathematics; and (b) The ability to encourage learners to pursue a career in Mathematics, including teaching.	1.3 As a Mathematics teacher, what have you done to:  (a) Motivate learners to have interest in Mathematics? (b) Encourage learners to pursue a career in Mathematics including to become a Mathematics teacher?	<b>5</b>
1.4 Giving insightful, regular, consistent and timeous feedback, which is built into lesson designs and is available to parents, guardians and other stakeholders.	1.4 Explain how you built into lesson designs feedback that is insightful, regular, timeous, consistent and available to parents, guardians and other stakeholders?	<b>5</b>
<b>SUB TOTAL</b>		<b>20</b>
<b>2. Subject competence and learner focus by means of:</b>		



<b>Criteria</b>	<b>Questions</b>	<b>Max score</b>
2.1 The possession of specific knowledge, skills and competencies in Mathematics and engagement in activities that reflect knowledge in the field.	2.1 As a Mathematics teacher, can you inform us of activities that you engage in that reflect your knowledge, skills and competencies of Mathematics and the impact this have in your teaching?	<b>5</b>
2.2 Participation in teacher professional development that demonstrates growth in Mathematics.	2.2 What role have you played in professional development activities that demonstrate your growth as a teacher?	<b>5</b>
2.3 Engaging learners as full partners in the learning process assuming responsibility for their own future choices.	2.3 In your teaching, how do you engage learners as full partners in the learning process, with learners assuming responsibility for their own choices?	<b>5</b>
2.4 Communicating high expectations; and to develop confidence in the subject.	2.4 How do you communicate high expectations to learners to develop confidence in their subject?	<b>5</b>
<b>SUB TOTAL</b>		<b>20</b>
<b>3. Personal Attributes evident in:</b>		



<b>Criteria</b>	<b>Questions</b>	<b>Max score</b>
3.1 Modelling life-long learning through on-going review and enhancement of own professional practice, e.g. membership to professional association.	3.1 What evidence can you produce that indicates that you are a lifelong learner <b>AND</b> what role do you play in Professional Learning Communities (PLCs) and/or professional associations?	<b>5</b>
3.2 Engaging in positive working relationships with learners and colleagues, and/or community.	3.2 With examples, enlighten us about how you engage in positive working relationships with learners and colleagues, and/or community?	<b>5</b>
3.3 Help learners become global citizens through providing them with a values-based education that equips them for a world where they will potentially live, work and socialise with people from many different nationalities, cultures and religions.	3.3 How do you help learners become global citizens through providing them with a values-based education that equips them for a world where they will potentially live, work and socialise with people from different nationalities, cultures and religions?	<b>5</b>
3.4 Engaging learners in activities outside of the classroom such as clubs, organisations, tutoring, field trips, or similar activities.	3.4 How do you engage learners in activities outside the Maths class e.g. Clubs, Field Trips, Tutoring etc?	<b>5</b>
<b>SUB TOTAL</b>		<b>20</b>
<b>TOTAL</b>		<b>60</b>



## 5.2.8 EXCELLENCE IN TEACHING NATURAL SCIENCE (GET)

Criteria	Questions	Max score
<b>1. Excellence in teaching and supporting learning by the:</b>		
1.1 Development of learners' appreciation and understanding of Natural Science.	1.1 Explain the <u>techniques</u> that you are applying to develop the learners' appreciation and understanding of Natural Science ?	5
1.2 Creative use of learning materials including technology within appropriate contexts to promote Natural Science inside and outside the school.	1.2 Elaborate on how you optimally use available resources to:  (a) Enhance learning in your Natural Science lessons?  (b) Promote Natural Science teaching inside and outside the school  (c) Enhance ICT integration in your class?	5
1.3 Enthusiasm for the subject evident in:  (a) The ability to motivate learners to learn Natural Science;  (b) The ability to encourage learners to pursue a career in Natural Science, including teaching.	1.3 As a Natural Science teacher, what have you done to:  (a) Motivate learners to have interest in Natural Science?  (b) Encourage learners to pursue a career in Natural Science including to become a Natural Science teacher?	5
1.4 Giving insightful, regular, consistent and timeous feedback, which is built into lesson designs and is available to parents, guardians and other stakeholders.	1.4 Explain how you built into lesson designs feedback that is insightful, regular, timeous, consistent and available to parents, guardians and other stakeholders?	5



Criteria	Questions	Max score
<b>SUB TOTAL</b>		<b>20</b>
<b>2. Subject competence and learner focus by means of:</b>		
2.1 The possession of specific knowledge, skills and competencies in Natural Science and engagement in activities that reflect knowledge in the field.	2.1 As a Natural Science teacher, can you inform us of activities that you engage in that reflect your knowledge, skills and competencies of Natural Science and the impact this have in your teaching?	<b>5</b>
2.2 Participation in teacher professional development that demonstrates growth in Natural Science.	2.2 What role have you played in professional development activities that demonstrate your growth as a teacher?	<b>5</b>
2.3 Engaging learners as full partners in the learning process assuming responsibility for their own future choices.	2.3 In your teaching, how do you engage learners as full partners in the learning process, with learners assuming responsibility for their own choices?	<b>5</b>
2.4 Communicating high expectations; and to develop confidence in the subject.	2.4 How do you communicate high expectations to learners to develop confidence in their subject?	<b>5</b>
<b>SUB TOTAL</b>		<b>20</b>
<b>3. Personal Attributes evident in:</b>		
3.1 Modelling life-long learning through on-going review and enhancement of own professional practice, e.g. membership to professional association.	3.1 What evidence can you produce that indicates that you are a lifelong learner <b>AND</b> what role do you play in Professional Learning Communities (PLCs) and/or professional associations?	<b>5</b>
3.2 Engaging in positive working relationships with learners and colleagues, and/or community.	3.2 With examples, enlighten us about how you engage in positive working relationships with learners and colleagues, and/or community?	<b>5</b>



<b>Criteria</b>	<b>Questions</b>	<b>Max score</b>
3.3 Help learners become global citizens through providing them with a values-based education that equips them for a world where they will potentially live, work and socialise with people from many different nationalities, cultures and religions.	3.3 How do you help learners become global citizens through providing them with a values-based education that equips them for a world where they will potentially live, work and socialise with people from different nationalities, cultures and religions?	5
3.4 Engaging learners in activities outside of the classroom such as clubs, organisations, tutoring, field trips, or similar activities.	3.4 How do you engage learners in activities outside the Natural Science class e.g. Clubs, Field Trips, Tutoring etc?	5
<b>SUB TOTAL</b>		<b>20</b>
<b>TOTAL</b>		<b>60</b>





## 5.2.9 EXCELLENCE IN TECHNOLOGY – ENHANCED, TEACHING AND LEARNING AWARD

Criteria	Questions	Max score
<b>1. Teacher as a role model and a peer coach</b>		
1.1 Role Model: ( <i>Teacher motivates, mentors and inspires learners and colleagues to use ICT appropriately</i> ).	1.1 To what extent is the teacher a role model to others in his/her personal ( <b>professional</b> ) use of ICT?	4
<b>2. Teacher's use of ICT to enhance her/his role as a teacher:</b>		
The teacher is able to demonstrate: 2.1 Be creative and bringing flair to the way they teach and use ICT both in and out of the learning environment.	2.1 To what extent is the teacher creative and bringing flair to the way he/she teaches ( <b>using digital tools in formal and informal environment</b> ) and uses ICT both in and out of the learning environment?	4
2.2 Teacher as Innovator and Change Agent: (a) The innovative teaching practices and ICT in instrumental ways to change how learners learn.	2.2 To what extent has the teacher ( <b>through digital teaching</b> ) significantly changed the learning process through the use of ICT?	4
2.3 Demonstration of evidence of continuous improvement in professional practice: a) model lifelong learning; b) exhibit leadership in their school; c) professional community by supporting other teachers' development; and d) understanding of the impact on learning of the effective use of ICTs).	2.3 To what extent is the teacher (constantly re-examining and redefining his/her role as the teacher, for example in: a) model lifelong learning; b) exhibit leadership in their school; c) professional community by supporting other teachers' development; and d) understanding of the impact on learning of the effective use of ICTs?)	4



Criteria	Questions	Max score
2.4 Giving insightful, regular, consistent and timeous feedback, which is built into lesson designs and is available to all stakeholders.	2.4 Explain how you built into lesson designs feedback that is insightful, regular, timeous, consistent and available to all stakeholders?	4
		<b>20</b>
<b>3. ICT application in the classroom or school</b>		
3.1 How many of the following uses of ICT were evidently applied in the classroom or school by the teacher with any of the following levels of ICT competence. <ul style="list-style-type: none"> <li>• Tools for management.</li> <li>• Collaborative tool for teachers and learners.</li> <li>• Tool for enhancing inclusion of learners who experience barriers to learning.</li> </ul>	3.1 To what extent do the learning activities require learners to collaborate and interact with other people to achieve the desired goals?	<b>4</b>
3.2 Using the tools of communication in ICT to promote dialogue and collaboration.	3.2 To what extent is the teacher using the communications aspect of ICT to promote dialogue and collaboration?	<b>4</b>
<b><u>SUB TOTAL</u></b>		<b>8</b>
<b>4. General impact</b>		
4.1 What aspects make the teacher's ICT application in teaching and learning exemplary? (Number, age of group of affected individuals, efficiency gains and overall effectiveness).	4.1 To what extent has the teacher <b>(engaging in professional development activities to keep pace with changing educational landscape)</b> significantly changed the learning process through the use of ICT?	<b>2</b>



<b>Criteria</b>	<b>Questions</b>	<b>Max score</b>
4.2 In what ways is the teacher's ICT application in teaching and learning innovative? (Teacher or learner context, creativity, previous practice, availability of greater independence and responsibility for their own work).	4.2 To what extent is your teaching innovative? Explain by means of examples?	<b>4</b>
4.3 Working resources	4.3 To what extent is the teacher using ICT in more than just the classroom setting;  (a) Assessment tool (b) Management & Administrative tool (c) Resource tool (d) Communication and collaboration tool (e) Recording and Report tool; (f) Research tool	<b>6</b>
<b><u>SUB TOTAL</u></b>		<b>12</b>
<b>5. Impact on learners:</b>		



Criteria	Questions	Max score
<p>How many of the following attributes were evidently imparted to learners through the use of ICT in the classroom or school.</p> <ul style="list-style-type: none"> <li>• <b>Knowledge</b> recall data or information;</li> <li>• <b>Comprehension</b> understanding the meaning,</li> <li>• Translation, interpolation, interpretation of instructions and problems;</li> <li>• <b>Application</b> Using a concept in a new situation or unprompted use of an abstraction. Applies what was learned in the classroom into novel situations outside the classroom;</li> <li>• <b>Analysis</b> Separating material or concepts into component parts so that its organisational structure may be understood, distinguish between facts and inferences;</li> <li>• <b>Synthesis</b> Building a structure or pattern from diverse elements and put parts together to form a complete structure, with emphasis on creating a new meaning or structure; and</li> <li>• <b>Evaluation</b> Making judgements about the value of ideas or materials.</li> </ul>	5.1 To what extent is the teacher using ICTs to promoting learner autonomy (learner independence and responsibility for their own work)?	5
	5.2 To what extent is the teacher using ICTs to raise the learners' self-esteem to become motivated and self-disciplined?	5
	5.3 To what extent is the teacher using ICTs to accommodate the different learning styles of learners?	5
	5.4 To what extent is the teacher using ICTs to create a learner-centred learning environment that promotes the acquisition of basic skills, knowledge, competencies critical thinking and problem solving?	5
<b>SUB TOTAL</b>		<b>20</b>



Criteria	Questions	Max score
<b>TOTAL</b>		<b>60</b>



## 5.2.10 LIFETIME ACHIEVEMENT AWARD

### LIFETIME ACHIEVEMENT AWARD: SPECIFIC CRITERIA, QUESTIONS, AND SCORES

Criteria	Questions	Max score
<b>1. Fostering links between the school / centre community:</b>		
1.1 Contributing to the social, cultural and economic development of the school, centre or community.	1.1 As a lifetime achiever, tell us how you have contributed to the social, cultural and economic development of the school/centre community?	<b>3</b>
1.2 Actively seeking solutions to school, centre or community problems and taking a lead in carrying out suggested solutions.	1.2 As an experienced teacher, how do you actively seek solutions to school, centre or community problems and take a lead in carrying out suggested solutions?	<b>3</b>
1.3 Providing leadership in creating partnerships with relevant external organisations or institutions.	1.3 In your long teaching career, how did you seek solutions to challenges at the school/centre while taking the leadership role?	<b>3</b>
1.4 Encouraging and motivating others (colleagues) to take leadership roles within and beyond the school or centre.	1.4 As a veteran of the teaching profession, how do you encourage and motivate others to take up leadership roles within and beyond the school/centre?	<b>3</b>
<b>SUB TOTAL</b>		<b>12</b>
<b>2. Sustaining high level of achievement and commitment throughout a long teaching career:</b>		
2.1 Receiving results, awards and recognition over a long period of time, e.g. awards from PDEs and other organisations.	2.1 Cite the results, awards and recognition you have received that have enabled you to sustain a high level of commitment to the school / centre community?	<b>5</b>
2.2 Having tangible proof of high performance and achievement in teaching and how this affected the lives of people.	2.2 Show and explain examples of tangible proof of high performance and achievement in teaching and how your actions have affected the lives of people?	<b>5</b>



<b>Criteria</b>	<b>Questions</b>	<b>Max score</b>
2.3 Teacher recognition and/or positive reputation from pupils, colleagues, head-teachers, community members, stakeholders, national teaching organisations, and governments.	2.3 Tell and show us about the recognition and/or positive reputation that you have received from pupils, colleagues, head-teachers, community members, stakeholders, national teaching organisations, and governments?	<b>5</b>
<b>SUB TOTAL</b>		<b>15</b>
<b>3. Encouraging learners to expect the best from themselves in the face of negative social-economic conditions</b>		
3.1 Promoting learners' self-esteem, encouraging active participation in school and community activities, and motivating learners to excel.	3.1 Share with us how, over the years, you have encouraged learners to participate, promoted their self-esteem, and encouraged them to excel in school and community activities?	<b>3</b>
3.2 Making efforts to retain learners from different backgrounds in the school or centre.	3.2 Explain how over the years you have made efforts to retain learners from different backgrounds in the school or centre?	<b>3</b>
3.3 Using knowledge, keeping up with recent developments, experience, and skills to identify learners' strengths and weaknesses, and providing appropriate interventions.	3.3 With your knowledge, skills, competencies, keeping up with recent developments and experience, explain how you identify learners' strengths, weaknesses and provided appropriate and sustainable interventions?	<b>3</b>
<b>SUB TOTAL</b>		<b>9</b>
<b>4. Earning the respect of learners and colleagues by:</b>		
4.1 Showing appropriate human relation skills in communicating with the school community.	4.1 Describe how you communicate the diagnosed learner strengths and weaknesses to learners, parents, guardians and other stakeholders?	<b>6</b>



<b>Criteria</b>	<b>Questions</b>	<b>Max score</b>
4.2 Receiving and responding to constructive feedback from learners and colleagues.	4.2 What examples have you set for receiving and responding to constructive feedback from learners and colleagues?	<b>6</b>
<b>SUB TOTAL</b>		<b>12</b>
<b>5. Demonstrating positive and clear leadership (not limited to school management teams) in directing and guiding the school/centre or community by:</b>		
5.1 Setting attainable goals and expectations for the school, centre or community (strategic leadership).	5.1 Have you managed to use your experience to set attainable goals and expectations for the school, centre or community (strategic leadership)?	<b>3</b>
5.2 Delegating tasks appropriately to colleagues for the purpose of capacity- building, but still accepting accountability.	5.2 In your memorable career what lessons can you share on delegating tasks to colleagues for the purpose of capacity-building, but still accepting accountability?	<b>3</b>
5.3 Providing staff induction, mentoring and coaching to encourage teachers to do more than what is required, with eagerness.	5.3 Share your experience on staff induction, mentoring and coaching to encourage teachers to do more than what is required, with eagerness?	<b>3</b>
5.4 Managing change innovatively and addressing particular challenges of the school, community, and/or country.	5.4 What lessons have you learnt that you can share on managing change innovatively and addressing particular challenges of the school, community, and/or country?	<b>3</b>
<b>SUB TOTAL</b>		<b>12</b>
<b>SUB TOTAL</b>		<b>60</b>





## 6. AWARDS FOR THE NTA

### The Awards are:

District finalists:	Certificates of Excellence
Regional/Cluster finalists:	Certificates of Excellence
Provincial finalists:	Certificates of Excellence & prizes
National finalists:	Certificates of Excellence & prizes

## 7. RULES PERTAINING TO THE NTA

In this section, we have the following sub-sections:

- (a) Eligibility;
- (b) How to nominate;
- (c) Who should sign the forms;
- (d) Entering the competition;
- (e) Disqualification; and
- (f) The Dispute Resolution Mechanism

### 7.1 Eligibility

The nominee or team must:

- Be a serving teacher or practitioner in a public school/ECD Centre registered with the Department of Basic Education and/or Social Development in South Africa;
- Be employed by a Provincial Department of Education or a School Governing Body;
- Have been working for at least two years in any of the above institutions in South Africa without a break of service;
- Enter the Lifetime Achievement Award and must have worked as a teacher in a public



school and/or centre in South Africa for a minimum of thirty (30) years without a break in service;

- Hold South African citizenship and if a team, be made up of members who hold South African citizenship;
- Produce proof of SACE registration, or provisional registration. In the case of SACE provisional registration, please make sure that the certificate of provisional registration has not expired; in the event of the SACE certificate not being available, a SACE letter and/or SACE number on payslip will suffice.
- Attach certified copies qualification/s as evidence of being a teacher. **The date/s on all certified copies** that are submitted should not be longer than six months.
- Not enter the NTA, in the same category, if they had previously won the NTA at either provincial and/or national level. Such candidates are eligible for entering five years from the year of receipt of the award unless if it is in another category;
- School Principals and/or Deputy Principals are permitted to enter as nominees in the teaching categories if they teach at their schools;
- Enter for Excellence in Special Needs Teaching awards if they are Post Level 1 teachers; School Principals and/or Deputy Principals if they teach at Special Needs schools;
- Therapists and psychologists are included in the category provided the focus of their support is to improve learner performance in the classroom – therefore supporting teachers to effectively deliver the curriculum in a differentiated way.

## 7.2 How to nominate: who can nominate

- (a) The school nomination team;
- (b) District officials; and
- (c) Each individual teacher and/or team can volunteer their names for nomination.



### 7.3 The Nomination Process:

- (a) The principal/chairperson of nomination team must organise a nomination meeting that would include the School Governing Body (SGB) to discuss the nomination process;
- (b) Once suitable teachers/teams have been nominated/endorsed, their names must be filled in on the Nomination Forms provided;
- (c) Officials may also nominate in consultation with the school governance structures.
- (d) The staff and the SGB members of the school must study the criteria requirements of each Category and draw up attributes or qualities that would match their nominees with a particular given criteria.
- (e) After the step mentioned above, the nominee and the nomination team may then complete and sign the forms.

#### Please note:

- A separate form must be used for each **category**.
- The category for each nominee must be clearly marked.
- The school must ensure that the Nomination Forms, Self/ Team Portrait is completed.
- Forms and the School Motivation Forms are to be completed. These forms must be sent to the District Office by the **date determined by the district and/or province**.
- Teachers are free to make photocopies of the Nomination Form or access forms via the website of the Department of Basic Education: [www.education.gov.za](http://www.education.gov.za) and the Thutong Portal: [www.thutong.org.za](http://www.thutong.org.za).

### 7.4 Who should sign the forms?

- The designations of officials who should sign the forms are indicated in all the Nomination forms.
- If a principal of a school or a School Management Team is a nominee, then the School Governing Body and the School Nomination Team must agree on a person who will sign on behalf of the principal and clearly state why such a person was chosen to sign in the space provided on the Nomination Form.



- In the instance where the District/Regional Official nominates, it is still necessary for the Principal/ School Management Team nominee/ SGB to sign the forms.

## 7.5 Filling in of Nomination forms

- **Form 1** requires the nominee/s to fill in personal and school details.
- **Form 2:** When completing the team /self-portrait form, the teacher must follow the **criteria** as outlined in the relevant category.
- The words in the self-portrait form (**Form 2**) should not **exceed a maximum of one thousand (1000) words**.
- **Form 3:** The words in the school motivation form (**Form 3**) should **not exceed a maximum of seven hundred and fifty (750) words**.

## 7.6 Choosing a winner

### 7.6.1 Choosing the NTA finalist by an adjudication panel

- (a) The process of adjudicating will be the same at all levels. This means the requirement that all NTA candidates must make presentations applies to all levels.
- (b) All teachers/teams that enter the NTA are allocated thirty five (35) minutes for the interview and candidates entered in the Lifetime Achievement category are allocated forty five (45) minutes for the Interview.
- (c) Two methods will be used to choose a winner:
  - The teacher/team's presentation of the general and specific criteria; and
  - The verification visits.



### 7.6.2 The teacher/team's presentation:

All teachers that enter the NTA, will be expected to make a power point presentation in the following manner:

- (a) Adjudicators will ask questions under the key areas.
- (b) Teachers will be allocated five (5) minutes before the start to set up their presentation.
- (c) Teachers who prefer to use another method for presentations, e.g., use a poster will be allowed to do so within the stipulated thirty-five (35) minutes or forty-five minutes depending on the category.
- (d) The nominees are allowed to do code switching to a language they are more comfortable with during the presentation. Code switching is limited to a few words and/or phrases.
- (e) Teachers are encouraged to present the specific criteria before the general criteria.

### 7.6.3 The use of learner photographs, teachers are:

- (a) Allowed to use learners' photographs which show interaction in class, field excursions, singing in choirs, etc. **No parental, guardians and other stakeholders consent is required in this sentence.**
- (b) Not allowed to show learners being bullied, learners in a compromised situation which show them in a vulnerable state, e.g. using drugs, showing pregnant learners, etc.
- (c) Encouraged to be sensitive and careful when intending to use images that feature learners and young people.

### 7.6.4 Dress code:

- (a) During interviews teachers are required to dress appropriately.
- (b) During Interviews are requested not to wear shorts, athletics shoes, T-shirts or similar clothing.
- (c) Teachers should also not wear clothes that identify a particular organisation during the adjudication.



### 7.6.5 Verification visits:

These will be conducted after the completion of the interview sessions.

## 7.7 Disqualification rules

Please note the following disqualifying criteria will apply; failure to adhere will result in the nominee(s) being disqualified:

- (a) Incomplete forms;
- (b) Nominees signing their own nomination forms;
- (c) Corrections or alterations on forms 1 and 3;
- (d) Forms not received on time as determined by the Province;
- (e) Absence of evidence of SACE registration, whether it is the absence of proof in a salary advice or absence of proof of provisional registration; or certified copy of a SACE letter confirming registration or SACE registration number;
- (f) None submission of Certified copies qualification/s as evidence of being a teacher.
- (g) Copies that were certified more than six months before submission;
- (h) None submission of copy of certified ID submitted with nomination forms;
- (i) Entering more than one category at a time will lead to disqualification;
- (j) Absence of a school stamp on Form 3; False information; and
- (k) Not adhering to the requirements of 2 years of teaching for all categories except for the Lifetime Award which requires 30 years without a break in service.



## 8. General matters:

- All material submitted for NTA must be in English;
- All the material that has been submitted for the NTA will not be returned to all the participants and will be used by the DBE for educational purposes;
- A separate form must be used for each category;
- The category for each nominee must be clearly marked;
- The school must ensure that the Nomination Forms, Self/Team Portrait forms and the School Motivation Forms are clearly completed;
- These forms must be sent to the District Office by the **date determined by the province; and**
- Teachers are free to make photocopies of the Nomination Form or access forms via the website of the Department of Basic Education: [www.education.gov.za](http://www.education.gov.za) and the Thutong Portal: [www.thutong.org.za](http://www.thutong.org.za)



## 9. The Dispute Resolution Mechanism

In resolving a dispute, the following steps should be followed at cluster, district, provincial and national levels.

### Step –by-step guide on what to do when dealing with disputes

#### *First step:*

Before you lodge a complaint, it is advisable to:

- Familiarise yourself with the rules governing the NTA and identify the particular rule you feel has been handled in a manner that violate your rights. Speak to your colleagues, supervisor, or another manager whom you trust;
- Identify the specific issue that you are objecting to, when the decision was made, or when you were effectively notified of the decision. This is very important for the timelines, should you decide to proceed with contesting the decision through the internal dispute resolution process; and
- If you consider that there has been an issue that violate your rights and you are unable to resolve the matter informally, you may then contest such a decision through the formal mechanism provided.

#### *Second step*

When lodging a dispute, ensure that you follow the following steps:

- (a) Send a detailed report to the chairperson of the adjudication panel quoting all relevant information such as the subject of dispute, reason/s, the date and time of the occurrence;
- (b) In your report, explain clearly the decision you wish to contest, who made the decision





and when, how it violates your rights and why you believe the decision was improper or unlawful;

- (c) Make copies of any correspondence so that it would be easy to produce proof should it be necessary;
- (d) When you send/deliver your report, make sure that you have the details of the person who received the report including the time of acceptance/delivery. You can also ask the person to attach his/her signature;
- (e) When the chairperson of the adjudication panel receives the report, he/she needs to set up a review panel which should consist of people who were not members of the adjudication panel and are not affected by the outcome of the decision;
- (f) The review panel will examine the facts of the case, and will conduct, where necessary, oral proceedings and/or document analysis;
- (g) At the end of the review, the panel should have a written agreement/resolution;
- (h) Apart from it being enforceable, it gives the decision legitimacy, and serves as guidance if a similar problem arises in future;
- (i) The NTA manager should ensure that resolutions are in line with the rules of the NTA;
- (j) The manager should document the resolution taken by the review panel and record whether the aggrieved teacher agreed to the resolution;
- (k) If it is determined that an improper decision has been made, the NTA management team will ensure that the appropriate remedy is undertaken; and
- (l) The complaint should receive a response within seven (7) days of lodging the dispute.

***Third step:***

- (a) When no resolution through informal means can be arrived at, and when the result of the management evaluation is not to the satisfaction of the teacher, the teacher can file an application to the next level of the NTA;
- (b) This has to occur no more than seven (7) days after the teacher received notification of the contested decision; and



(c) The same process that was followed in **step 2** should be followed.

#### ***Fourth step***

In cases where no agreement could be reached on a dispute, the matter should be brought to the attention of the Provincial Education Departments (PDEs) and DBE's whose decision will be final.

#### **General remarks;**

- (a) Please ensure that the dispute resolution panel members were not part of the adjudication panel that led to a dispute; and
- (b) When selecting these members, ensure that they are comparable to the adjudication panel members in terms of position, experience, etc.









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