

THE NOMINATION GUIDE FOR THE 18th EDITION OF THE NATIONAL TEACHING AWARDS

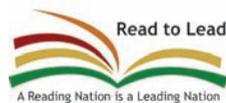


basic education

Department:
Basic Education
REPUBLIC OF SOUTH AFRICA



**National
Teaching
Awards**



Read to Lead
A Reading Nation is a Leading Nation



THE NOMINATION GUIDE FOR THE 18th EDITION OF THE NATIONAL TEACHING AWARDS



Contents

1.	Definition of terms	4
2.	Introduction	6
3.	The objectives of the Ministry of Basic Education through the National Teaching Awards are to:	6
4.	Structure of the Nomination Guide	7
5.	Categories	8
5.1	General Criteria, Questions And Scores	9
5.2	Categories: Specific Criteria	11
5.2.1	Excellence in Primary School Teaching	11
5.2.2	Excellence in Secondary School Teaching	14
5.2.3	Excellence in Primary School Leadership	17
5.2.4	Excellence in Secondary School Leadership	20
5.2.5	Excellence in Grade R Teaching	23
5.2.6	Excellence in Special Needs Teaching	27
5.2.7	Excellence in Teaching Mathematics (GET)	32
5.2.8	Excellence in Teaching Natural Sciences (GET)	35
5.2.9	Excellence in Technology – Enhanced, Teaching And Learning Award	38
5.2.10	Nelson Mandela Lifetime Achievement Award	41
5.2.11	Kader Asmal Excellence Award	48
6.	Awards for the National Teaching Awards	49
7.	Rules pertaining to the National Teaching Awards	50
7.1	Eligibility	50
7.2	How to nominate: who can nominate	51
7.3	The Nomination Process	51
7.4	Who should sign the forms	52
7.5	Filling in of Nomination forms	52
7.6	Disqualification	53
7.7	Choosing a winner	53
7.7.1	The teacher/team’s presentation:	54



7.7.2	Regarding the issue of use of learner photographs and issues of informed consent:	54
7.7.3	Dress code:	55
7.7.4	Verification visits:	55
8.	Disputes	56
9.	General matters	59



1. Definition of terms

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

Term	Definition
Adjudicators	Refers to specialists in related areas of who form adjudication panels responsible for assessing and selecting the best projects at provincial and national level.
Code of conduct	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.
Context	This refers to learners' needs, interests and background (social, economic, political, cultural, etc.)
Diversity	Differences in people, taking into account the following aspects: culture, language, geographical background, ability, age, economic and social background in your school setting.
EWP 6	Education White Paper 6
Excellence:	To maintain high standards of performance, professionalism and aim to be the best in everything including being fair, ethical and trustworthy.
Governance Structure	Refers to School/ECD centres Governing Body.
Grade R Category:	All public schools and the ECD centres/sites registered with the Department of Basic Education and/or Department of Social Development.
ICT	Information and Communication Technology
Inclusivity	According to Education White Paper 6 (SA, 2001) inclusion is about accommodating the needs of all learners, irrespective of disability and 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).
PDE	Provincial Departments of Education



Term	Definition
Primary School:	From Grade 1 to 7.
School Community:	This includes parents, teachers, learners, the business sector, local community and organisations, teacher unions, and SGBs.
Secondary School:	From Grade 8 to 12.
SIAS Policy	Policy on Screening, Identification, Assessment and Support (2014). This refers to the policy on Screening, Identification, Assessment and support, which is aimed at ensuring that all children 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.
Special Needs Teaching	For special and full-service schools (Including therapists, psychologists and itinerant learning support teachers)
SNA Forms	Support Needs Assessment Forms of the SIAS Policy
Social Cohesion Issues:	Among other things, this refers to the following: <ul style="list-style-type: none"> • Demographic representation; • Gender; • Race relations; • Constitutional precepts such as redress and access and the importance of teaching in achieving social goals.
Social goals	This refers to matters such as human rights, inclusivity, and environmental and social justice (as described in the National Curriculum Statement).
Team Work	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.
Technology-Enhanced Classroom Teaching	To integrate technology in day to day classroom teaching activities by teachers in public schools, mainstream and full service schools.
Appendices	1. Form 1 2. Form 2 3. Form 3

2. Introduction

The National Teaching Awards Scheme was conceptualised and launched in 2000 and now enters its eighteenth 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 National Teaching Awards 2017.

The Department of Basic Education wishes to salute all schools and teachers who have entered the National Teaching Awards since 2000. The Department acknowledges the extraordinary efforts made by the teachers, often in very difficult conditions. The efforts are a service to our children, most of whom come from poor communities.

The National Teaching Awards scheme is one of the ways in which the Department of Basic Education acknowledges, encourages dedicated and caring teachers in their efforts to develop each learner as a citizen of a democratic, non-racial and non-sexist South Africa.

3. The objectives of the Ministry of Basic Education through the National Teaching Awards 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; and
- (e) Afford South Africans the opportunity to publicly say thank you to all outstanding teams or individual teachers in schools.



4. Structure of the Nomination Guide

The Nomination Guide is divided into:

- (a) The categories;
- (b) The Kader Asmal category, a special Ministerial Award;
- (c) Awards;
- (d) Rules Pertaining to the National Teaching Awards 2017;
- (e) 2017 NTA - Nomination Form (Form 1);
- (f) 2017 NTA - Team/Self Portrait Form (Form 2);
- (g) 2017 NTA - School Motivation Form (Form 3);
- (h) The Dispute Resolution Mechanism; and
- (i) General matters.

Please note:

- (a) In 2016, the Minister of Basic Education announced that the 2017 Lifetime Achievement Award will be known as the Nelson Mandela Lifetime Achievement Award. To fulfill the Minister's announcement a criterion with Nelson Mandela attributes were added to the Lifetime Achievement Award; and
- (b) In all the categories, questions and their scores have been added next to the criteria. The purpose is to guide teachers when presenting the work they do.

5. CATEGORIES

- (a) There are ten 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
 - (x) Nelson Mandela Lifetime Achievement Award.
- (b) Each category is divided into general and specific criteria.
- (c) 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.
- (d) Each teacher/team will be assessed against the general criteria and the specific criteria of the category entered for.
- (e) When responding to General Criteria, **each teacher/team is expected to align the answer/presentation** to the category that they have entered for.



- (f) 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.

The following pages consist of the general criteria followed by all the categories and their specific criteria.

5.1 GENERAL CRITERIA, QUESTIONS AND SCORES

Criteria	Questions based on general criteria	Max score
1. Social justice issues: How do you deal with the curriculum so as to enhance their learning experience?		
<p>How the teacher deals with the impact and effects of the following social justice issues:</p> <p>(a) Race relations;</p> <p>(b) Constitutional precepts such as redress and access;</p> <p>(c) Diversity and inclusivity;</p> <p>(d) Poor facilities and inadequate resources;</p> <p>(e) HIV and Aids and other diseases;</p> <p>(f) Substance abuse, crime, bullying, gangsterism, teenage pregnancy and gender issues; and</p> <p>(g) The environment</p>	<p>How do you teach in a way which ensures that you address the impact and effects of the following social justice issues:</p> <p>(a) Race relations;</p> <p>(b) Constitutional precepts such as redress and access;</p> <p>(c) Diversity and inclusivity;</p> <p>(d) Poor facilities and inadequate resources;</p> <p>(e) HIV and Aids and other diseases;</p> <p>(f) Substance abuse, crime, bullying, gangsterism, teenage pregnancy and gender issues; and</p> <p>(g) The environment</p>	6

Criteria	Questions based on general criteria	Max score
2. Implementation of Basic Education Policies		
How the teacher understands, interprets and applies current policies and how these policies impact on their teaching practice.	(a) Mention the policies that impact on your teaching of CAPS for example, and how do you understand, interpret and apply these on your Teaching Practice?	4
3. Contribution to the ethos and morale of the school		
How the teacher: (a) Motivates and inspires learners and colleagues; (b) Is involved in programmes that unify the school community; (c) Engages in continuing professional development activities, which have a positive impact on classroom activities.	(a) How do you motivate and inspire learners, colleagues, and the school community?	8
	(b) Explain your involvement in programmes that unify the school?	8
	(c) Expand on how you engage in the continuing professional development activities which have a positive impact on classroom activities?	8
4. Contribution to extra-curricular activities in the school community		
How the teacher: (a) Encourages learners and colleagues to participate in extra-curricular activities; (b) Succeeds in using extra-curricular activities for the holistic development of learners.	(a) 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?	6
SUB TOTAL		40



5.2 CATEGORIES: SPECIFIC CRITERIA

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

5.2.1 EXCELLENCE IN PRIMARY SCHOOL TEACHING

Criteria	Questions	Max score
1. Creatively engage learners with the curriculum to enhance their learning experience, using:		
1.1 Knowledge and skills to identify learners' strengths and weaknesses, to choose appropriate teaching and learning strategies;	1.1 How do you use knowledge and skills to identify learner's strengths and weaknesses to choose appropriate teaching and learning strategies?	20
1.2 Learner-centered, creative and innovative techniques that provide for acquiring of basic skills and knowledge and promotion of critical thinking and problem solving in line with Curriculum Assessment and Policy Statements (CAPS).	1.2 Mention the learner-centred, creative and innovative techniques that provide for acquiring of basic skills and knowledge and promotion of critical thinking and problem solving in line with Curriculum Assessment and Policy Statements (CAPS) that you use?	
1.3 Balancing curricular needs and the context of the learner within the suggested time	1.3 How do you keep a balance between curricular needs, context of the learners, within the suggested timeframe?	

Criteria	Questions	Max score
<p>2. Contribute to the personal development of learners by communicating effectively with them about their performance and progress by:</p>		
<p>2.1 Keeping comprehensive records of planning and learner progress and ensuring that these are accessible;</p> <p>2.2 Actively involving learners in their own assessment in a way that fully supports their needs and the development of their skills, attitudes and knowledge;</p> <p>2.3 Developing learners who will act in the interest of the society, whose values will be based on respect for democracy, equality, human dignity and social justice, as promoted in the constitution;</p> <p>2.4 Giving insightful, regular, consistent and timeous feedback, which is built into lesson designs and is available to all stakeholders; and</p> <p>2.5 Providing opportunities for learners to link curricular activities with real life experiences (for example, learners undertake an educational tour).</p>	<p>2.1 Explain how you keep records of learners' progress and ensure that they are accessible?</p> <p>2.2 Explain how you involve learners in their assessment in a manner that that supports their needs and development of skills, attitudes and knowledge?</p> <p>2.3 Explain how you develop learners who will act in the interest of the society, whose values will be based on respect for democracy, equality, human dignity and social justice, as promoted in the Constitution?</p> <p>2.4 Explain how you built into lesson designs feedback that is insightful, regular, timeous, consistent and available to all stakeholders?</p> <p>2.5 What opportunities do you provide learners to link curricular activities and real life experiences?</p>	<p>20</p>

Criteria	Questions	Max score
3. Adapting learning and teaching strategies to meet the needs of individual learners' effectively		
<p>3.1 Using inclusive strategies and promoting respect for individuals and diversity;</p> <p>3.2 Promoting learners' self-esteem so that they are motivated and self-disciplined;</p> <p>3.3 Using different techniques to promote cooperative learning; and</p> <p>3.4 Organising space to enable all learners to be productive and engaged in learning.</p>	<p>3.1 Explain how you structure your lessons so that you use inclusive strategies and promote respect for individuals and diversity?</p> <p>3.2 In your teaching, how do you promote self-esteem so that learners are motivated and self-disciplined?</p> <p>3.3 Talk about the different techniques that you use to promote co-operative learning?</p> <p>3.4 Describe how you organise space to enable all learners to be productive and engaged in learning?</p>	20
SUB TOTAL		60

5.2.2 EXCELLENCE IN SECONDARY SCHOOL TEACHING

Criteria	Questions	Max score
<p>1. Creatively engage learners with the curriculum to enhance their learning experience, using:</p>		
<p>1.1 Knowledge and skills to identify learners' strengths and weaknesses, to choose appropriate teaching and learning strategies;</p> <p>1.2 Learner-centred techniques that provide for acquiring of basic skills and knowledge and promotion of critical thinking and problem solving;</p> <p>1.3 Balancing curricular needs and the context of the learner within the suggested time frame; and</p> <p>1.4 Creatively and innovatively adhering to curriculum planning that incorporates the use of CAPS.</p>	<p>1.1 How do you use knowledge and skills to identify learner's strengths and weaknesses to choose appropriate teaching and learning strategies?</p> <p>1.2 Mention the learner-centred teaching techniques that you use that provide for learners' acquisition of basic skills, knowledge and promotion of critical thinking and problem solving skills, in line with CAPS? Explain if those techniques are innovative and creative.</p> <p>1.3 How do you keep a balance between curricular needs, context of the learners, within the suggested timeframe?</p> <p>1.4 How do you keep a balance between the goals of the teaching plan as proposed by CAPS and the context of the learners?</p>	<p>20</p>

Criteria	Questions	Max score
<p>2. Contribute to the personal development of learners by communicating effectively with them about their performance and progress by:</p>		
<p>2.1 Keeping comprehensive records of planning and learner progress and ensuring that these are accessible;</p> <p>2.2 Developing learners who will act in the interest of society, whose values will be based on respect for democracy, equality, human dignity and social justice, as promoted in the Constitution;</p> <p>2.3 Giving insightful, regular, consistent and timeous feedback, which is built into lesson designs and is available to all stakeholders; and</p> <p>2.4 Providing guidance and support to learners using the curriculum for career and life choices.</p>	<p>2.1 Explain how you keep comprehensive records of planning and learner progress and ensure that they are accessible?</p> <p>2.2 Explain how you develop learners who will act in the interest of the society, whose values will be based on respect for democracy, equality, human dignity and social justice, as promoted in the Constitution?</p> <p>2.3 Explain how you built into lesson designs feedback that is insightful, regular, timeous, consistent and available to all stakeholders?</p> <p>2.4 Explain with examples, how you provide guidance and support to learners using the curriculum to link curricular activities with career and life choices?</p>	<p>20</p>

Criteria	Questions	Max score
3. Adapting learning and teaching strategies to meet the needs of individual learners' effectively		
<p>3.1 Using inclusive strategies and promoting respect for individuals and diversity;</p> <p>3.2 Promoting learners' self-esteem so that they are motivated and self-disciplined;</p> <p>3.3 Using different techniques to promote cooperative learning; and</p> <p>3.4 Organising space to enable all learners to be productive and engaged in learning.</p>	<p>3.1 Explain how you structure your lessons so that you use inclusive strategies and promote respect for individuals and diversity?</p> <p>3.2 In your teaching, how do you promote self-esteem so that learners are motivated and self-disciplined?</p> <p>3.3 Talk about the different techniques that you use to promote co-operative learning?</p> <p>3.4 Describe how you organise space to enable all learners to be productive and engaged in learning?</p>	20
SUB TOTAL		60



5.2.3 EXCELLENCE IN PRIMARY SCHOOL LEADERSHIP

Criteria	Questions	Max score
1. Demonstrate positive and clear leadership in directing and guiding the school, centre or community by:		
<p>1.1 Using resources optimally and creatively, bearing in mind the vision, mission and goals of the institution, including making resources accessible to the school community;</p> <p>1.2 Mentoring, supporting and providing staff development initiatives and ensuring that staff training and mentoring programmes are implemented and evaluated to encourage teachers to do more than what is required, with enthusiasm;</p> <p>1.3 Keeping comprehensive and up-to-date records that meet requirements in terms of accepted practices and/or developmental requirements; and</p> <p>1.4 Delegating tasks appropriately to colleagues for the purpose of capacity building.</p>	<p>1.1 Bearing in mind the mission and the vision of your school, how do you use resources optimally and creatively and also make them available to the school community?</p> <p>1.2 What staff development programmes have you initiated to ensure staff training and mentoring and how do you conduct evaluation in a manner that encourages teachers to do more than is required?</p> <p>1.3 Explain how you keep comprehensive and up-to-date records that meet requirements in terms of accepted practices and/or developmental requirements?</p> <p>1.4 How do you delegate tasks appropriately to colleagues for the purpose of capacity building?</p>	20



Criteria	Questions	Max score
<p>2. Create and sustain a stimulating and supportive learning and teaching environment at the school or centre by:</p>		
<p>2.1 Translating strategic objectives into action plans, thereby inspiring colleagues and engendering trust;</p> <p>2.2 keeping monitoring mechanisms in place to promote the implementation of strategic objectives and policies;</p> <p>2.3 Working with colleagues and consulting with all stakeholders to effect improvements on an on-going basis;</p> <p>2.4 Remaining approachable, sharing information and providing support, while encouraging independent thinking and innovation;</p> <p>2.5 Showing active awareness of transformational issues; and</p> <p>2.6 responding positively to inclusivity and social cohesion issues within the context of the school, centre or community.</p>	<p>2.1 Elaborate on how you translate strategic objectives into action plans, thereby inspiring colleagues and engendering trust?</p> <p>2.2 What monitoring mechanisms have you put in place to promote the implementation of strategic objectives and policies are they working?</p> <p>2.3 Share how you successfully work with colleagues and consult with all stakeholders to effect improvements on an on-going basis?</p> <p>2.4 How do you ensure that you remain approachable, sharing information and providing support, while encouraging independent thinking and innovation?</p> <p>2.5 As a leader, what do you do to show active awareness of transformational issues and respond positively to inclusivity and social cohesion issues within the context of the school, centre or community?</p>	<p>20</p>

Criteria	Questions	Max score
3. Create and foster links between the school centre and real life situations for the benefit of the school, centre or community by:		
<p>3.1 Actively seeking solutions to school, centre or community problems and leading in carrying out suggested solutions;</p> <p>3.2 Providing leadership in creating partnerships with relevant external organisations or institutions;</p> <p>3.3 Encouraging and motivating others (colleagues) to take leadership roles within and beyond the school or centre;</p> <p>3.4 Consistently showing leadership by dealing with issues of diversity, personal attitudes and the beliefs of others with skill, consideration, sensitivity and understanding.</p>	<p>3.1 Explain the part you have played and/or continue to play in actively seeking solutions to school, centre or community problems and leading in carrying out suggested solutions?</p> <p>3.2 Explain your role in providing leadership in creating partnerships with relevant external organisations or institutions?</p> <p>3.3 How do you encourage and motivate others (colleagues) to take leadership roles within and beyond the school or centre?</p> <p>3.4 In your leadership position, how do you deal consistently with issues of diversity, personal attitudes and the beliefs of others with skill, consideration, sensitivity and understanding?</p>	20
SUB TOTAL		60

5.2.4 EXCELLENCE IN SECONDARY SCHOOL LEADERSHIP

Criteria	Questions	Max score
<p>1. Demonstrate positive and clear leadership in directing and guiding the school, centre or community by:</p>		
<p>1.1 Using resources optimally and creatively, bearing in mind the vision, mission and goals of the institution, including making resources accessible to the school community;</p> <p>1.2 Mentoring, supporting and providing staff development initiatives and ensuring that staff training and mentoring programmes are implemented and evaluated to encourage teachers to do more than what is required, with enthusiasm;</p> <p>1.3 Keeping comprehensive and up-to-date records that meet requirements in terms of accepted practices and/or developmental requirements; and</p> <p>1.4 Delegating tasks appropriately to colleagues for the purpose of capacity building.</p>	<p>1.1 Bearing in mind the mission and the vision of your school, how do you use resources optimally and creatively and also make them available to the school community?</p> <p>1.2 What staff development programmes have you initiated to ensure staff training and mentoring and how do your conduct evaluation in a manner that encourages teachers to do more than is required?</p> <p>1.3 Explain how you keep comprehensive and up-to-date records that meet requirements in terms of accepted practices and/or developmental requirements?</p> <p>1.4 How do you delegate tasks appropriately to colleagues for the purpose of capacity building?</p>	<p>20</p>



Criteria	Questions	Max score
2. Create and sustain a stimulating and supportive learning and teaching environment at the school or centre by:		
<p>2.1 Translating strategic objectives into action plans, thereby inspiring colleagues and engendering trust;</p> <p>2.2 Keeping monitoring mechanisms in place to promote the implementation of strategic objectives and policies;</p> <p>2.3 Working with colleagues and consulting with all stakeholders to effect improvements on an on-going basis;</p> <p>2.4 Remaining approachable, sharing information and providing support, while encouraging independent thinking and innovation; and</p> <p>2.5 Showing active awareness of transformational issues and responding positively to inclusivity and social cohesion issues within the context of the school, centre or community.</p>	<p>2.1 Elaborate on how you translate strategic objectives into action plans, thereby inspiring colleagues and engendering trust?</p> <p>2.2 What monitoring mechanisms have you put in place to promote the implementation of strategic objectives and policies are they working?</p> <p>2.3 Share how you successfully work with colleagues and consult with all stakeholders to effect improvements on an on-going basis?</p> <p>2.4 How do you ensure that you remain approachable, sharing information and providing support, while encouraging independent thinking and innovation?</p> <p>2.5 As a leader, what do you do to show active awareness of transformational issues and respond positively to inclusivity and social cohesion issues within the context of the school, centre or community?</p>	20

Criteria	Questions	Max score
3. Create and foster links between the school centre and real life situation for the benefit of the school, centre or community by:		
<p>3.1 Actively seeking solutions to school, centre or community problems and leading in carrying out suggested solutions;</p> <p>3.2 Providing leadership in creating partnerships with relevant external organisations or institutions;</p> <p>3.3 Encouraging and motivating others (colleagues) to take leadership roles within and beyond the school or centre; and</p> <p>3.4 Consistently showing leadership by dealing with issues of diversity, personal attitudes and the beliefs of others with skill, consideration, sensitivity and understanding.</p>	<p>3.1 Explain the part you have played and/or continue to play in actively seeking solutions to school, centre or community problems and leading in carrying out suggested solutions?</p> <p>3.2 Explain your role in providing leadership in creating partnerships with relevant external organisations or institutions?</p> <p>3.3 How do you encourage and motivate others (colleagues) to take leadership roles within and beyond the school or centre?</p> <p>3.4 In your leadership position, how do you deal consistently with issues of diversity, personal attitudes and the beliefs of others with skill, consideration, sensitivity and understanding?</p>	20
SUB TOTAL		60

5.2.5 EXCELLENCE IN GRADE R TEACHING

Criteria	Questions	Max score
1. Creatively engage learners with the curriculum to enhance their learning experience by:		
<p>1.1 Using knowledge and skills to identify learners' strengths and weaknesses to develop teaching strategies;</p> <p>1.2 Using learner-centred techniques that provide for acquiring appropriate skills, knowledge and promotion of critical thinking and problem solving in line with the Curriculum and Assessment Policy Statements (CAPS);</p> <p>1.3 Creatively and innovatively adhering to CAPS requirements as relevant to the learners' developmental levels; and</p> <p>1.4 Keeping an excellent balance between the clear goals of the teaching programme as proposed by CAPS and the expression of learner needs, interests and backgrounds.</p>	<p>1.1 How do you diagnose your learners' strengths and weaknesses to develop appropriate teaching and learning strategies?</p> <p>1.2 What learner-centred teaching techniques do you use that are in line with the Curriculum and Assessment Policy Statements (CAPS) and provide for:</p> <ul style="list-style-type: none"> • Acquiring basic skills; • Knowledge; • Promotion of critical thinking; and • Problem-solving skills? <p>1.3 How do you creatively and innovatively adhere to CAPS requirements that are relevant to the learners' developmental levels?</p> <p>1.4 How do you keep a balance between:</p> <ul style="list-style-type: none"> • The goals of the teaching programme as proposed by CAPS; and • The expression of learner needs, interests and backgrounds 	15
2. Encourage young learners to become independent and confident by:		



Criteria	Questions	Max score
<p>2.1 Using developmentally appropriate communication approaches to enable learners to express themselves with confidence;</p> <p>2.2 Teaching various memory skills to help learners to recall experiences;</p> <p>2.3 Applying learner-centred approaches so that learners are capable of carrying out simple life skills and instructions;</p> <p>2.4 Creating a supportive and caring environment that helps children to manage their own behaviour; and</p> <p>2.5 Using an inclusive and unbiased approach to promote learners' self-esteem so that they are motivated and confident.</p>	<p>2.1 What and how do you use developmentally appropriate communication approaches to enable learners to express themselves with confidence</p> <p>2.2 Expatiate on the memory skills you use to help learners to recall experiences?</p> <p>2.3 What and how do you use learner-centred approaches so that learners are able to carry out simple life skill instructions?</p> <p>2.4 How do you provide a supportive and caring environment that helps learners to manage their own behaviour</p> <p>2.5 How do apply inclusive and unbiased approaches to promote learners' self-esteem so that they are motivated and confident?</p>	15
<p>3. Foster links between the school, centre and the community by:</p>		

Criteria	Questions	Max score
<p>3.1 Actively seeking solutions to school, centre, or community problems and taking a lead in carrying out suggested solutions;</p> <p>3.2 Establishing respectful and cooperative relationships with co-workers and families;</p> <p>3.3 Consistently showing skill, consideration, sensitivity and understanding in dealing with issues of diversity, personal attitudes and the beliefs of others; and</p> <p>3.4 Using or involving partners and services in other sectors to the benefit of the learner, school, centre and/or community.</p>	<p>3.1 How do you actively seek solutions to school, centre or community problems; and take the lead in carrying out suggested solutions?</p> <p>3.2 Explain how you establish respectful, cooperative relationships with co-workers and families?</p> <p>3.3 Draw us a mental picture of how you show skill, consideration, sensitivity and understanding in dealing with issues of diversity, personal attitudes and the belief of others?</p> <p>3.4 How do you involve partners and services in other sectors to the benefit of the learner, school, centre and/or community?</p>	15
<p>4. Create and sustain a stimulating and supportive learning and teaching environment at the school or centre by:</p>		

Criteria	Questions	Max score
<p>4.1 Using resources optimally and creatively to the benefit of the school, centre and the community;</p> <p>4.2 Keeping comprehensive, up-to-date and outstanding records of planning; learner progress; ensuring that these are accessible; and meet requirements in terms of accepted practices and/or developmental requirements;</p> <p>4.3 Showing active awareness of transformational issues and responding positively to inclusivity and social cohesion issues within the context of the school, centre or community;</p> <p>4.4 Giving insightful, regular, consistent and timeous feedback, which is built into lesson designs and is available to all stakeholders;</p> <p>4.5 Planning in a way that reflects the teaching and learning process in relation to content, Infusion of values, skills, and the use of resources for learning activities?</p> <p>4.6 Organising space to enable all learners to be productively engaged in learning and development, as well as creating a safe and healthy environment.</p>	<p>4.1 Elaborate on how you use resources optimally and creatively to the benefit of the school, centre and the community;</p> <p>4.2 Describe the strategies you use to keep comprehensive, up-to-date, and outstanding records of planning, learner progress, ensure that they are also accessible, and meet requirements in terms of accepted practices and/or developmental requirements?</p> <p>4.3 How do you show active awareness of transformational issues and respond positively to inclusivity and social cohesion issues within the context of the school, centre or community?</p> <p>4.4 How do you ensure that you give insightful, regular, consistent and timeous feedback, which is built into lesson designs and is available to all stakeholders?</p> <p>4.5 Take us through the steps that you follow in planning in a way that reflects the teaching and learning process in relation to content, Infusion of values, skills, and the use of resources for learning activities?</p> <p>4.6 How do organise space for productive learning and development as well as creating a safe and healthy environment?</p>	<p>15</p>
SUB TOTAL		60



5.2.6 EXCELLENCE IN SPECIAL NEEDS TEACHING

Criteria	Questions	Max score
<p>1. Creatively engage learners with the curriculum to enhance their learning experience by:</p>		
<p>1.1 Using knowledge and skills to identify and address the individual strengths and needs of learners through the rigorous application of the processes outlined in the SIAS Policy and SNA Forms;</p> <p>1.2 Using learner-centred techniques and appropriate teaching and learning strategies that provide for acquiring appropriate skills, whilst displaying excellent content knowledge of relevant subjects to promote critical thinking and problem solving;</p> <p>1.3 Planning the integration of resources and assistive technology that are relevant to the learners' developmental and special needs (allowing for creativeness, innovation and improvisation); 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;</p>	<p>1.1 Explain how do you address learners' needs through the application of the processes outlined in the SIAS Policy and SNA Forms?</p> <p>1.2 Explain how you use learner-centred techniques and appropriate teaching and learning strategies that provide for acquiring appropriate skills, whilst at the same time displaying excellent content knowledge of relevant subjects to promote critical thinking and problem solving?</p> <p>1.3 Elaborate on how you plan the integration of resources and assistive technology that are relevant to the learners' developmental and special needs, at the same time allowing for creativeness, innovation and improvisation?</p> <p>1.4 How do you use White Paper 6 to differentiate the curriculum to suit the needs of the learners, responding appropriately to barriers of teaching and learning by incorporating multi-modal strategies relevant to the needs of the learners?</p> <p>1.5 How do you ensure excellent record keeping of learners' progress and ensure that this is accessible, and ensure that parents are made partners in the support of the learners?</p>	<p>20</p>



Criteria	Questions	Max score
<p>1.4 Keeping comprehensive records of individual support planning and learner progress and ensuring that these are accessible and that parents are made partners in the support of the learners; and</p> <p>1.5 Using appropriate language (including South African Sign Language) and communication strategies (such as Augmentative and Alternative Communication) for teaching and learning to enhance learners' access to the curriculum</p>	<p>1.6 Explain how you use appropriate language (including South African Sign Language) and communication strategies (such as Augmentative and Alternative Communication) to enhance learners' access to the curriculum?</p>	

Criteria	Questions	Max score
2. Communicate learners' progress effectively to both learners and their families, listen and respond constructively to their views by:		
<p>2.1 Keeping comprehensive records of planning and learner progress and ensuring that these are accessible;</p> <p>2.2 Giving insightful, regular, consistent and timeous feedback, which is built into lesson designs and is available to all stakeholders;</p> <p>2.3 Providing guidance and support informed by the curriculum, for career and life choices to learners and parents;</p> <p>2.4 Using appropriate language for teaching and learning to the benefit of learners; and recognising the involvement of parents in the school or centre; and</p> <p>2.5 Recognising the involvement of parents in the school or centre.</p>	<p>2.1 How do you ensure that you keep outstanding records of learners' progress & provide the necessary feedback to learners & parents?</p> <p>2.2 How do you give insightful, regular, consistent and timeous feedback, which is built into lesson designs and is available to all stakeholders?</p> <p>2.3 How do you provide guidance and support informed by the curriculum, for career and life choices to learners and parents?</p> <p>2.4 How do you use appropriate language of teaching and learning to the benefit of learners and recognise the involvement of parents in the school/centre?</p> <p>2.5 Explain vividly how you recognise the involvement of parents in the school/centre?</p>	<p>12</p>

Criteria	Questions	Max score
3. Adapt learning and teaching strategies to meet the needs of individual learners effectively by:		
<p>3.1 Using inclusive teaching and learning strategies and promoting respect for individuality and diversity (in the case of therapists and psychologists, supporting teachers to design differentiated curriculum delivery strategies);</p> <p>3.2 Promoting learners' self-esteem so that they see themselves as part of the society;</p> <p>3.3 Using different techniques to promote skills and attitudes that lead to independent learning;</p> <p>3.4 Organising space to enable all learners to be productively engaged in learning; and</p> <p>3.5 Displaying appropriate knowledge of relevant policies and legislation and how to implement them.</p>	<p>3.1 How do you use inclusive teaching and learning strategies and promote respect for individuality and diversity (Therapists and Psychologist supporting teachers to design differentiated curriculum delivery strategies);</p> <p>3.2 Explain how you promote learners' self-esteem so that they see themselves as part of the society?</p> <p>3.3 Clarify the different techniques that you use to promote skills and attitudes that lead to independent learning?</p> <p>3.4 How do you organise the space to enable all learners to be productively engaged in learning</p> <p>3.5 Illuminate on the policies and acts that guide the work of Special Needs and Inclusive Education and how they affect your teaching practice?</p>	12

Criteria	Questions	Max score
4. Create and foster links between the school or centre and other organisations to the benefit of the school, centre or community by:		
<p>4.1 Actively seeking solutions to school, centre, or community problems and taking a lead in carrying out suggested solutions;</p> <p>4.2 Providing leadership in creating partnerships with relevant external organisations or institutions;</p> <p>4.3 Creating opportunities for the school to be a resource centre to the community and other organisations;</p> <p>4.4 Identifying challenges and making referrals to appropriate support services for intervention and placement; and</p> <p>4.5 Identifying the special skills and knowledge required by learners for them to obtain employment when they leave school.</p>	<p>4.1 Explain the role you have played in seeking solutions to school, centre, or community problems and carrying out suggested solutions?</p> <p>4.2 Explain how you pro-actively provide leadership in creating partnerships with relevant external organisations or institutions;</p> <p>4.3 Describe how you have created opportunities for the school to be a resource centre to the community and other organisations?</p> <p>4.4 What strategies do you use to identify challenges & make referrals to appropriate support services for intervention & placement?</p> <p>4.5 How do you identify the special skills and knowledge required by learners for them to obtain employment when they leave school¹</p>	<p>16</p>
SUB TOTAL		60

5.2.7 EXCELLENCE IN TEACHING MATHEMATICS (GET)

Criteria	Questions	Max score
1. Excellence in teaching and supporting learning by the:		
<p>1.1 Development of learners' appreciation and understanding of Mathematics;</p> <p>1.2 Creative use of learning materials and helping learners to master material;</p> <p>1.3 Improvement of teaching skills over time;</p> <p>1.4 Use of technology within appropriate contexts, and promotion of Mathematics inside and outside the school;</p> <p>1.5 Encourage learners to pursue a career in Mathematics, including teaching;</p> <p>1.6 On-going review and enhancement of own professional practice;</p> <p>1.7 Enthusiasm for the subject; and</p> <p>1.8 Ability to motivate learners to learn</p>	<p>1.1 What techniques are you using to develop the learners' appreciation and understanding of Mathematics?</p> <p>1.2 What strategies do you use to maximise the quality of learning in your Mathematics?</p> <p>1.3 How do you optimally use resources to:</p> <p>(a) Enhance learning in your Mathematics lessons?</p> <p>(b) Promote Mathematics teaching inside and outside the school (refer to Technology in particular)?</p> <p>1.4 As a Mathematics teacher, what have you done to:</p> <p>(a) Motivate learners to love Mathematics?</p> <p>(b) Encourage learners to pursue a career in Mathematics including to become a Mathematics teacher?</p> <p>1.5 What steps have you taken to conduct on-going review and enhancement of your professional practice?</p> <p>1.6 What can you cite which indicates your enthusiasm for the subject?</p>	15



NOMINATION FORM 2017

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):

--

The **Nomination Team** wishes to nominate the following individual or team members for the above category. Attach copies of **SACE Certificate and ID document** 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	

NTA 2017

SELF/TEAM PORTRAIT FORM 2017



The page features a large graphic of five hands in different colors (grey, orange, blue, red, green) reaching upwards, overlaid on a background of horizontal dotted lines. The hands are positioned as if they are holding or supporting each other, with the fingers pointing towards the top of the page. The dotted lines provide a guide for writing the self or team portrait.

Criteria	Questions	Max score
2. Learner Focus by means of:		
<p>2.1 The promotion of positive relationships among learners;</p> <p>2.2 Encouraging cooperation among learners through group work or projects, collaborative learning communities, or other mechanisms;</p> <p>2.3 Engaging learners as full partners in the learning process, with learners assuming responsibility for their own choices;</p> <p>2.4 Communicating high expectations; and</p> <p>2.5 Engaging learners in activities outside of the classroom such as clubs, organisations, tutoring, field trips, or similar activities.</p>	<p>2.1 How do you promote positive relationships amongst the learners in your class, and how do you motivate them to learn?</p> <p>2.2 As an enthusiastic teacher for mathematics, what co-operative learning experience(s) do you create in your class?</p> <p>2.3 In your teaching, how do you engross learners as full partners in the learning process, with learners assuming responsibility for their own choices?</p> <p>2.4 How do you communicate high expectations for learners?</p> <p>2.5 How do you engage learners in activities outside the Maths class e.g. Clubs, Field Trips, Tutoring etc.</p>	15

Criteria	Questions	Max score
3. Subject competence proven by:		
<p>3.1 The possession of specific knowledge and skills in Mathematics;</p> <p>3.2 Maintaining knowledge through discipline related professional development;</p> <p>3.3 Participation in professional development that demonstrates growth as a teacher;</p> <p>3.4 Membership of professional associations; and</p> <p>3.5 Engagement in activities that reflect knowledge in the field.</p>	<p>3.1 What specific knowledge and skills in Mathematics do you possess?</p> <p>3.2 Mention the steps that you have undertaken to ensure maintenance of knowledge through discipline-related professional development?</p> <p>3.3 What role have you played in professional development activities that demonstrate your growth as a teacher?</p> <p>3.4 As a Mathematics teacher, do you belong to any professional organisation linked to Mathematics and what role do you play in the organisation?</p> <p>3.5 As a Mathematics teacher, can you inform us of activities that you engage in that reflect your knowledge of Mathematics?</p>	15
4. Personal Attributes evident in:		
<p>4.1 Modelling life-long learning;</p> <p>4.2 Engaging in positive working relationships with learners and colleagues, and/or community;</p> <p>4.3 Affirming and participating in shaping a school's culture (mission, vision, and values); and</p> <p>4.4 Demonstrating clear reasoning skills.</p>	<p>4.1 What evidence can you produce that indicates that you are a lifelong learner?</p> <p>4.2 With examples, enlighten us about how you engage in positive working relationships with learners and colleagues, and/or community;</p> <p>4.3 How do you affirm and participate in shaping a school's culture (mission, vision, and values)?</p> <p>4.4 Cite an example/s in your teaching of Mathematics where you demonstrated clear reasoning skills?</p>	15
SUB TOTAL		60

5.2.8 EXCELLENCE IN TEACHING NATURAL SCIENCES (GET)

Criteria	Questions	Max score
1. Excellence in teaching and supporting learning by the:		
<p>1.1 Development of learners' appreciation and understanding of Natural Sciences;</p> <p>1.2 Creative use of learning materials and helping learners to master material;</p> <p>1.3 Improvement of teaching skills over time;</p> <p>1.4 Use of technology within appropriate contexts, and promotion of Natural Sciences inside and outside the school.</p> <p>1.5 Encourage learners to pursue a career in Natural Sciences, including teaching;</p> <p>1.6 On-going review and enhancement of own professional practice;</p> <p>1.7 Enthusiasm for the subject; and</p> <p>1.8 Ability to motivate learners to learn</p>	<p>1.1 What techniques are you using to develop the learners' appreciation and understanding of Natural Sciences?</p> <p>1.2 What strategies do you use to maximise the quality of learning in your Natural Sciences class?</p> <p>(a) How do you optimally use resources to:</p> <p>(c) Enhance learning in your Natural Sciences lessons?</p> <p>(d) Promote Natural Sciences teaching inside and outside the school (refer to Technology in particular)?</p> <p>1.3 As a Natural Sciences teacher, what have you done to:</p> <p>(a) Motivate learners to love Natural Sciences?</p> <p>(b) Encourage learners to pursue a career in Natural Sciences including to become a Natural Sciences teacher?</p> <p>1.4 What steps have you taken to conduct on-going review and enhancement of your professional practice?</p> <p>1.5 What can you cite which indicates your enthusiasm for the subject?</p>	15

Criteria	Questions	Max score
2. Learner Focus by means of:		
<p>2.1 The promotion of positive relationships among learners;</p> <p>2.2 Encouraging cooperation among learners through group work or projects, collaborative learning communities, or other mechanisms;</p> <p>2.3 Engaging learners as full partners in the learning process, with learners assuming responsibility for their own choices;</p> <p>2.4 Communicating high expectations; and</p> <p>2.5 Engaging learners in activities outside of the classroom such as clubs, organisations, tutoring, field trips, or similar activities.</p>	<p>2.1 How do you promote positive relationships amongst the learners in your class, and how do you motivate them to learn?</p> <p>2.2 As an enthusiastic teacher for Natural Sciences, what co-operative learning experience(s) do you create in your class?</p> <p>2.3 In your teaching, how do you engross learners as full partners in the learning process, with learners assuming responsibility for their own choices?</p> <p>2.4 How do you communicate high expectations for learners?</p> <p>2.5 How do you engage learners in activities outside the Natural Sciences class e.g. Clubs, Field Trips, Tutoring etc.</p>	15

Criteria	Questions	Max score
3. Subject competence proven by:		
<p>3.1 The possession of specific knowledge and skills in Natural Sciences;</p> <p>3.2 Maintaining knowledge through discipline-related professional development;</p> <p>3.3 Participation in professional development that demonstrates growth as a teacher;</p> <p>3.4 Membership of professional associations; and</p> <p>3.5 Engagement in activities that reflect knowledge in the field.</p>	<p>3.1 What specific knowledge and skills in Natural Sciences do you possess?</p> <p>3.2 Mention the steps that you have undertaken to ensure maintenance of knowledge through discipline-related professional development?</p> <p>3.3 What role have you played in professional development activities that demonstrate your growth as a teacher?</p> <p>3.4 As a Natural Sciences teacher, do you belong to any professional organisation linked to Natural Sciences and what role do you play in the organisation?</p> <p>3.5 As a Natural Sciences teacher, can you inform us of activities that you engage in that reflect your knowledge of Natural Sciences?</p>	15
4. Personal Attributes evident in:		
<p>4.1 Modeling life-long learning;</p> <p>4.2 Engaging in positive working relationships with learners and colleagues, and/or community;</p> <p>4.3 Affirming and participating in shaping a school's culture (mission, vision, and values); and</p> <p>4.4 Demonstrating clear reasoning skills.</p>	<p>4.1 What evidence can you produce that indicates that you are a lifelong learner?</p> <p>4.2 With examples, enlighten us about how you engage in positive working relationships with learners and colleagues, and/or community;</p> <p>4.3 How do you affirm and participate in shaping a school's culture (mission, vision, and values)?</p> <p>4.4 Cite an example/s in your teaching of Natural Sciences where you demonstrated clear reasoning skills?</p>	15
SUB TOTAL		60

5.2.9 EXCELLENCE IN TECHNOLOGY – ENHANCED, TEACHING AND LEARNING AWARD

Criteria	Questions	Max score
1. Scope of teacher's ICT application attributes		
<p>1.1 The use of ICT's to enhance teaching and learning in the classroom. (Teaching and learning, project work, mobile-devices, collaboration or community engagement).</p> <p>1.2 Working with other teachers, other schools, ICT specialists outside of the school.</p>	<p>Role Model: (<i>Teacher motivates, mentors and inspires learners and colleagues to use ICT appropriately</i>):</p> <p>Question: To what extent is the teacher a role model to others in his/her personal use of ICT?</p>	6
2. Teacher's use of ICT to enhance her/his role as a teacher:		
<p>The teacher is able to demonstrate:</p> <p>2.1 Be creative and bringing flair to the way they teach and use ICT both in and out of the learning environment</p> <p>2.2 Teacher as Innovator and Change Agent</p> <p>(a) The innovative teaching practices and ICT in instrumental ways to change how learners learn.</p> <p>(b) Demonstration of evidence of continuous improvement in professional practice, model lifelong learning and exhibit leadership in their school and professional community by supporting other teachers' development and understanding of the impact on learning of the effective use of ICTs?)</p>	<p>Question: To what extent is the teacher creative and bringing flair to the way he/she teaches and uses ICT both in and out of the learning environment?</p> <p>Question: To what extent has the teacher significantly changed the learning process through the use of ICT?</p> <p>Question: To what extent is the teacher constantly re-examining and redefining his/her role as the teacher?</p>	18

Criteria	Questions	Max score
3. ICT application in the classroom or school		
<p>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?</p> <ul style="list-style-type: none"> • Tools for management. • Collaborative tool for teachers and learners. • Tool for enhancing inclusion of learners who experience barriers to learning. <p>3.2 Using the tools of communication in ICT to promote dialogue and collaboration</p>	<p><u>Question:</u> To what extent do the learning activities require learners to collaborate and interact with other people to achieve the desired goals?</p> <p><u>Question:</u> To what extent is the teacher using the communications aspect of ICT to promote dialogue and collaboration?</p>	8
4. General impact		
<p>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);</p> <p>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); and</p> <p>4.3 Working resources</p>	<p><u>Question:</u> to what extent is your teaching innovative? Explain by means of examples_</p> <p><u>Question:</u> To what extent has the teacher significantly changed the learning process through the use of ICT?</p> <p><u>Question :</u> To what extent is the teacher using ICT in more than just the classroom setting;</p> <p>(a) Assessment tool</p> <p>(b) Management & Administrative tool</p> <p>(c) Resource tool</p> <p>(d) Communication and collaboration tool</p> <p>(e) Recording and Report tool;</p> <p>(f) Research tool</p>	12

Criteria	Questions	Max score
5. Impact on learners:		
<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"> • Knowledge recall data or information; • Comprehension understanding the meaning, translation, interpolation, interpretation of instructions and problems; • Application 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; • Analysis Separating material or concepts into component parts so that its organisational structure may be understood, distinguish between facts and inferences; • Synthesis 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 • Evaluation Making judgements about the value of ideas or materials. 	<p><u>Question:</u> To what extent is the teacher using ICTs to promoting learner autonomy (learner independence and responsibility for their own work)?</p> <p><u>Question:</u> To what extent is the teacher using ICTs to raise the learners' self-esteem to become motivated and self-disciplined?</p> <p><u>Question:</u> To what extent is the teacher using ICTs to accommodate the different learning styles of learners?</p> <p><u>Question:</u> To what extent is the teacher using ICTs to create a learner-centred learning environment that promotes the acquisition of basic skills, knowledge, critical thinking and problem solving?</p>	16
SUB TOTAL		60



5.2.10 NELSON MANDELA LIFETIME ACHIEVEMENT AWARD

Introduction

Mrs Angie Motshekga, Minister of Basic Education declared that the eighteenth (18th) edition of the National Teaching Awards (NTA) will be known as the Nelson Mandela Lifetime Achievement Award. This is in commemoration of the centenary of Nelson Mandela, the first President of a democratic South Africa.

When we think of Mandela and education the following quotations come to mind,

“Education is the most powerful weapon which you can use to change the world”.

There can be no keener revelation of a society's soul than the way in which it treats its children. ”

Education is the great engine of personal development. It is through education that the daughter of a peasant can become a doctor, that the son of a mineworker can become the head of the mines that a child of farm workers can become president of a great nation. ”

On the basis of these quotations, teachers in this category will be asked to explain how they have contributed to these ideals quoted by Mandela.

The following criteria include a criterion which includes a reflection on Nelson Mandela's views of education as applicable to the teaching profession:

NELSON MANDELA LIFETIME ACHIEVEMENT AWARD: SPECIFIC CRITERIA, QUESTIONS, AND SCORES

Criteria	Questions	Max score
1. Fostering links between the school / centre community:		
<p>1.1 Contributing to the social, cultural and economic development of the school, centre or community;</p> <p>1.2 Actively seeking solutions to school, centre or community problems and taking a lead in carrying out suggested solutions;</p> <p>1.3 Providing leadership in creating partnerships with relevant external organisations or institutions; and</p> <p>1.4 Encouraging and motivating others (colleagues) to take leadership roles within and beyond the school or centre.</p>	<p>1.1 As a lifetime achiever, tell us how you have contributed to the social, cultural and economic development of the school/centre community?</p> <p>1.2 As an experienced teacher, how do you actively seeking solutions to school, centre or community problems and taking a lead in carrying out suggested solutions?</p> <p>1.3 In your long teaching career, how did you seek solutions to challenges at the school/centre while taking the leadership role?</p> <p>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?</p>	10

Criteria	Questions	Max score
2. Sustaining high level of achievement and commitment throughout a long teaching career:		
<p>2.1 Receiving results, awards and recognition over a long period of time, e.g. awards from PDEs and other organisations;</p> <p>2.2 Showing endurance, commitment and perseverance to the benefit of the school and the education sector in general (e.g. starting and sustaining a school, centre or community project);</p> <p>2.3 Facing and overcoming challenges in and outside the school; and</p> <p>2.4 Having tangible proof of high performance and achievement in teaching and how this affected the lives of people.</p>	<p>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?</p> <p>2.2 Allude to examples of endurance, commitment and perseverance to the benefit of the school and education sector in general?</p> <p>2.3 Share with us some of the challenges that you have faced in your illustrious teaching career and how you have overcome them?</p> <p>2.4 Show and explain examples of tangible proof of high performance and achievement in teaching and how your actions have affected the lives of people?</p>	10

Criteria	Questions	Max score
3. Encouraging learners to expect the best from themselves in the face of negative social-economic conditions		
<p>3.1 Promoting learners' self-esteem, encouraging active participation in school and community activities, and motivating learners to excel;</p> <p>3.2 Making efforts to retain learners from different backgrounds in the school or centre;</p> <p>3.3 Using knowledge and skills to identify learners' strengths and weaknesses, and providing appropriate interventions; and</p> <p>3.4 Taking sustainable initiatives to support learner interests and needs.</p>	<p>3.1 Share with us how, over the years, you have promoted self-esteem and self-discipline at the school/centre within the learners; staff/colleagues; and community?</p> <p>3.2 Explain how over the years you have made efforts to retain learners from different backgrounds in the school or centre?</p> <p>3.3 With your experience, explain how you have used knowledge and skills to identify learners' strengths and weaknesses and provided appropriate interventions;</p> <p>3.4 Talk about sustainable interventions that you have introduced to support learner interests and needs.</p>	10

Criteria	Questions	Max score
4. Earning the respect of learners and colleagues by:		
<p>4.1 Showing appropriate human relation skills in communicating with the school community;</p> <p>4.2 Receiving and responding to constructive feedback from learners, colleagues and parents; and</p> <p>4.3 Consistently showing leadership by dealing with issues of diversity, personal attitudes and the beliefs of others with skill, consideration, sensitivity and understanding.</p>	<p>4.1 Describe how you assist to diagnose the strengths and weaknesses of learners, basing it on your experience?</p> <p>4.2 What examples have you set for receiving and responding to constructive feedback from learners, colleagues and parents?</p> <p>4.3 As an experienced teacher, how have you modelled dealing with issues of diversity, personal attitudes and the beliefs of others with skill, consideration, sensitivity and understanding?</p>	10

Criteria	Questions	Max score
5. Demonstrating positive and clear leadership (not limited to school management teams) in directing and guiding the school/centre or community by:		
<p>5.1 Setting attainable goals and expectations for the school, centre or community (strategic leadership);</p> <p>5.2 Delegating tasks appropriately to colleagues for the purpose of capacity- building, but still accepting accountability;</p> <p>5.3 Providing staff induction, mentoring and coaching to encourage teachers to do more than what is required, with eagerness; and</p> <p>5.4 Managing change innovatively and minimising unnecessary uncertainty; and responding positively to social cohesion issues.</p>	<p>5.1 Have you managed to use your experience to set attainable goals and expectations for the school, centre or community (strategic leadership)?</p> <p>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?</p> <p>5.3 Share your experience on staff induction, mentoring and coaching to encourage teachers to do more than what is required, with eagerness?</p> <p>5.4 What lessons have you learnt that you can share on managing change innovatively, minimising unnecessary uncertainty and also responding positively to social cohesion issues?</p>	<p>10</p>

Criteria	Questions	Max score
6. A reflection on Nelson Mandela's ideas as they apply to the teaching profession:		
<p>The following quotations capture Nelson Mandela's views about education:</p> <p><i>"Education is the most powerful weapon which you can use to change the world".</i></p> <p><i>There can be no keener revelation of a society's soul than the way in which it treats its children. "</i></p> <p><i>Education is the great engine of personal development. It is through education that the daughter of a peasant can become a doctor, that the son of a mineworkers can become the head of the mines that a child of farm workers can become president of a great nation. "</i></p>	<p>6.1 Explain how in your long teaching career you have ensured that your teaching and interaction with learners reflect the views espoused by Nelson Mandela?</p>	<p>10</p>
SUB TOTAL		60

5.2.11 KADER ASMAL EXCELLENCE AWARD

In 2011 the Minister of Basic Education, Mrs A Motshekga, launched the Kader Asmal Excellence Award in honour of Professor Kader Asmal for his contribution to education and to society broadly. Professor Kader Asmal introduced the National Teaching Awards scheme during his term of office in the Ministry of Education in 2000; and they are now in their eighteenth year of implementation.

The inception of the Kader Asmal Excellence Award enables the Minister to honour an outstanding educator embodying some of the core values that Professor Asmal stood for and at the same time honour Professor Asmal for his contribution to the development of education in this country.

The Minister of Basic Education sends to all Members of the Executive Council (MEC) an invitation to submit names of outstanding educationists who fit the profile for the Minister's consideration. These are the educationalists still serving or retired in the Education Sector.

The Kader Asmal Excellence Award seeks to recognise educators who, in their work, demonstrate the key values that were a hallmark of Prof Asmal's leadership:

- A demanding educational activist who leads by example;
- An educator with a conscience and a feel for social justice;
- Takes/has taken a stand for an issue (popular or unpopular) on grounds of conscientiousness;
- Intellectual tenacity and rigour; and
- Creative and inspired visible delivery.

The MECs forward the names of provincial winners to the office of the Minister.

The Kader Asmal national winner is selected by a panel which consists of senior managers of the Department of Basic Education Department of Basic Education and is chaired by Professor Asmal's wife, Mrs Louise Asmal.

Provincial finalists who had participated in the category before are **excluded** from participating again.

6. AWARDS FOR THE NATIONAL TEACHING AWARDS

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 NATIONAL TEACHING AWARDS

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

- Eligibility;
- How to nominate;
- Who should sign the forms;
- Entering the competition;
- Disqualification;
- The checklist; and
- The Dispute Resolution Mechanism.

7.1 Eligibility

The nominee or team must:

- (a) 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;
- (b) Be employed by a Provincial Department of Education or a School Governing Body;
- (c) Have been working for at least two years in any of the above institutions in South Africa without a break of service;
- (d) The entrants of the Nelson Mandela Lifetime Achievement Award 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;
- (e) Should hold South African citizenship and if a team, be made up of members who hold South African citizenship;
- (f) 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;



- (g) 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 it is in another category;
- (h) School Principals and/or Deputy Principals are permitted to enter as nominees if they teach at their schools;
- (i) 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 their schools; and
- (j) 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 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 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 and the Thutong Portal: www.thutong.org.za

7.4 Who should sign the forms?

- (a) The designations of officials who should sign the forms are indicated in all the Nomination forms;
- (b) 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.
- (c) 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

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

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) None submission of certified proof of SACE registration, or proof of provisional registration which has not expired; or certified copy of a SACE letter confirming registration or SACE registration number on salary advise next to SACE deduction must be submitted;
- (f) None submission of copy of certified ID submitted with nomination forms;
- (g) Entering more than one category at a time will lead to disqualification;
- (h) Absence of a school stamp on Form 3;
- (i) False information; and
- (j) Not adhering to the requirements of 2 years of teaching for all categories except for the Nelson Mandela Lifetime Award which requires 30 years without a break in service.

7.7 Choosing a winner

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 apply 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 Nelson Mandela 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.

7.7.1 The teacher/team's presentation:

- All teachers that enter the NTA, will be expected to make a power point presentation in the following manner.
- Adjudicators will ask questions under the key areas.
- Teachers will be allocated five (5) minutes before the start to set up their presentation.
- 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.
- 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.

7.7.2 Regarding the issue of use of learner photographs and issues of informed consent:

Teachers are:

- Allowed to use learners' photographs which show interaction in class, field excursions, singing in choirs, etc. No parental consent is required in this sentence.
- 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.
- Encouraged to be sensitive and careful when intending to use images that feature children and young people. Careful consideration should be given to such images being abused, consequences of web postings maliciously manipulated for exploitative purposes that might embarrass the young person in the picture.
- Cautioned that in situations mentioned in (b) and (c) above, teachers must attach a letter which indicates informed consent by the learner and the parent and/or guardian.
- Requested with regards to (b), (c) and (d) above, to include in the consent letter the following:

- The reason/s for wanting to use the photograph;
 - A statement that indicating the learners' photograph is voluntary, and there will be no consequences if the learner does not want the said photograph to be included;
 - The full name and ID number of the parent and or guardian giving consent; and
 - The date and signature when consent was granted.
- (f) If such a letter is not attached, the teacher will be disqualified.

7.7.3 Dress code:

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

7.7.4 Verification visits:

These will be conducted after the completion of the interview sessions. DBE together with SABC will conduct audio- and video-recording of finalists where funds permit.

8. DISPUTES

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.

9. General matters

- (a) All material submitted for NTA must be in English;
- (b) 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;
- (c) A separate form must be used for each category;
- (d) The category for each nominee must be clearly marked;
- (e) The school must ensure that the Nomination Forms, Self/Team Portrait forms and the School Motivation Forms are clearly completed;
- (f) These forms must be sent to the District Office by the **date determined by the province;**
and
- (g) 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 and the Thutong Portal: www.thutong.org.za

¹ If the question is marked in red, that indicates that adjudicators should not expect Foundation Phase and Intermediate Phase teachers to refer to careers. They can refer to life skills.

Published by the Department of Basic Education

222 Struben Street

Private Bag X895, Pretoria, 0001

Telephone: 012 357 3000 Fax: 012 323 0601

ISBN: 000-0-0000-0000-0

© Department of Basic Education

website

www.education.gov.za

facebook

www.facebook.com/BasicEd

twitter

www.twitter.com/dbe_sa



BETTER TOGETHER.