



# THE NOMINATION GUIDE FOR

## THE 21<sup>ST</sup> EDITION

# OF THE ANNUAL NATIONAL TEACHING AWARDS

# Teaching Awards



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



**National  
Teaching  
Awards**



T  
A  
S  
P

Teacher Appreciation and Support Programme





**THE NOMINATION GUIDE FOR THE 21<sup>ST</sup> EDITION  
OF THE ANNUAL  
NATIONAL TEACHING AWARDS**

## TABLE OF CONTENTS

<b>1.</b>	<b>Definition of terms.....</b>	<b>4</b>
<b>2.</b>	<b>Introduction .....</b>	<b>7</b>
<b>3.</b>	<b>The objectives of the Ministry of Basic Education through the NTA .....</b>	<b>8</b>
<b>4.</b>	<b>Criteria.....</b>	<b>8</b>
<b>5.</b>	<b>Structure of the Nomination Guide.....</b>	<b>10</b>
<b>6.</b>	<b>Categories.....</b>	<b>10</b>
6.1	General Criteria, Questions and Scores .....	12
6.2	Categories: Specific Criteria, Questions and Scores .....	15
6.2.1	Excellence In Grade R Teaching .....	15
6.2.2	Excellence In Primary School Teaching.....	18
6.2.3	Excellence In Secondary School Teaching .....	20
6.2.4	Excellence In Primary School Leadership .....	23
6.2.5	Excellence In Secondary School Leadership .....	25
6.2.6	Excellence In Special Needs Teaching .....	27
6.2.7	Excellence In Teaching Mathematics (FET) .....	30
6.2.8	Excellence In Teaching Physical Science (FET) .....	33
6.2.9	Excellence In Technology – Enhanced, Teaching And Learning .....	36
6.2.10	Lifetime Achievement Award.....	39
<b>7.</b>	<b>Kader Asmal Excellence Award .....</b>	<b>42</b>
7.1	Introduction .....	42
7.2	Eligibility .....	43
7.3	General criteria, questions and scores.....	43

7.4	Criteria based on Professor Kader Asmal’s values .....	47
7.5	General expectations for candidates who enter the Kader Asmal Excellence Award.....	47
7.5.1	Candidates’ presentation .....	47
7.5.2	Choosing the finalist by an adjudication panel.....	48
7.5.3	Dress code:.....	48
7.5.4	General remarks .....	48
<b>8.</b>	<b>Awards for the NTA .....</b>	<b>49</b>
<b>9.</b>	<b>Rules Pertaining To The NTA .....</b>	<b>50</b>
9.1	Eligibility; .....	50
9.2	How to nominate: who can nominate .....	51
9.3	The Nomination Process: .....	51
9.4	Who should sign the forms?.....	52
9.5	Filling in of Nomination forms.....	52
9.6	Choosing a winner .....	53
9.6.1	Choosing the NTA finalist by an adjudication panel .....	53
9.6.2	The teacher’s presentation: .....	53
9.6.3	The use of learner photographs .....	53
9.6.4	Dress code:.....	54
9.6.5	Verification visits: .....	54
9.7	Disqualification rules .....	54
<b>10.</b>	<b>General matters:.....</b>	<b>55</b>
<b>11.</b>	<b>The NTA checklist: .....</b>	<b>56</b>
<b>12.</b>	<b>The Dispute Resolution Mechanism.....</b>	<b>56</b>

# 1. Definition of terms

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

Term	Definition
<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, honour, 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>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>School Community:</b>	This includes parents, care-givers, teachers, learners, the business sector, local community and organisations, teacher unions, and SGB.
<b>Secondary School:</b>	From Grade 8 to 12.
<b>SIAS Policy</b>	Policy on Screening, Identification, Assessment and Support (2014). 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
<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; and</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, and 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>	<p>To integrate technology in day to day classroom teaching activities by teachers in public schools, mainstream and full service schools.</p> <p><b>Appendix:</b></p> <ol style="list-style-type: none"> <li>1. Form 1</li> <li>2. Form 2</li> <li>3. Form 3</li> </ol>

## 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 twenty first 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 21<sup>ST</sup> edition of the NTA.

The NTA scheme is one of the ways in which the Department of Basic Education (DBE) acknowledges the extraordinary efforts made by excellent teachers, often in very difficult conditions. Such teachers provide for 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.

The concept of appreciating and recognising teachers has gained world-wide prominence and as a result South African teachers are encouraged to participate and shine on the global stage. Some of the awards that are open to the teachers are:

- (a) The African Union (AU) Teachers' Award;
- (b) The Global Teacher Prize (GTP) of the Varkey Foundation; and
- (c) The Commonwealth Teachers' Award.

As a way of strengthening and reaching out to a broader audience of participants, the sector has added three more categories which will form part of the twenty-first Annual National Teaching Awards. The unique part about the new categories is that one category will target learners from South Africa's primary and secondary schools. Those will be learners who have gone extra miles through their contributions with assisting their fellow students, teacher's communities and all the other areas of learning. The information about the new categories' eligibility and criteria is attached as (Addendum A) which will be accessed separately from 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).

The existence of these awards implies that DBE has to revise the objectives of the NTA to benchmark it with current global practices in teacher recognition.

### 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) Improve the wellbeing of learners; highlight the initiatives that remove barriers and build resilience especially for the disadvantaged groups (Commonwealth Teachers Award);
- (f) Create an environment that will encourage and sustain investments in education and learning (Commonwealth Teachers Award);
- (g) Work towards achievement of Sustainable Development Goal (SDG 4) (Commonwealth Teachers Award);
- (h) Helping learners to achieve their long term career goals by organising engagement with relevant agencies and information; (African Union Teachers' Award);
- (i) Provide the South African teachers an opportunity to compete with the best teachers in Africa and the globally through the African Union (AU) Teachers' Award, the Commonwealth Teachers' Award, and the Global Teacher Prize (GTP); and
- (j) Afford South Africans the opportunity to publicly say thank you to all outstanding teams or individual teachers in schools.

### 4. Criteria

The criteria that follow include from the African Union (AU) Teachers' Award, the Commonwealth Teachers' Award, and the Global Teacher Prize (GTP) criteria.

- (a) Evidence of teacher recognition from government, national teacher organisations, head teachers, colleagues, members of the wider community or pupils (the Global Teacher Prize (GTP));

- (b) Key performance metrics and results, both in terms of measurable impact over time and in terms of effect – meeting expectations; (the Commonwealth Teachers' Award);
- (c) What is your core achievement over the last one or two years, and what is the potential for replicability and scalability? (the Commonwealth Teachers' Award); and
- (d) Explain, with examples, your community participation and contribution, including parents and learners' contribution (the Commonwealth Teachers' Award).
- (e) Evidence of the work done is imperative. Both teachers and learners are imperatively supposed to have both national and global competence skills which will promote sustainable economic growth, higher levels of productivity, technological innovation and job creation. Schools today have a responsibility to ensure that students learn how to collaborate with people from different cultures and to act on issues that have both local and global impacts.

## 5. Structure of the Nomination Guide

The Nomination Guide is divided into the following:

- (a) The existing categories
- (b) The Kader Asmal category, a special Ministerial award
- (c) The new categories
- (d) Awards for the NTA
- (e) Rules Pertaining to the NTA 2021
- (f) 2021 NTA - Nomination Form (Form 1)
- (g) 2021 NTA - Team/Self Portrait Form (Form 2)
- (h) 2021 NTA - School Motivation Form (Form 3)
- (i) Forms for the new categories
- (j) The Dispute Resolution Mechanism
- (k) General matters

## 6. 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:**

### Existing categories

- (i) Excellence in Grade R- Teaching
- (ii) Excellence in Primary School Teaching;
- (iii) Excellence in Secondary School Teaching;
- (iv) Excellence in Primary School Leadership;
- (v) Excellence in Secondary School Leadership;

- (vi) Excellence in Special Needs Teaching;
  - (vii) Excellence in teaching Mathematics (FET);
  - (viii) Excellence in teaching Physical Sciences (FET);
  - (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.

## 6.1 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 Engages in continuing professional development activities, which have a positive impact on classroom activities.	1.1 Expand on how you engage in the continuing professional development activities which have a positive impact on classroom activities?	4
1.2 How the teacher reorganised the classroom and teaching methods to accommodate the covid-19 protocols;	1.2 How did you re-organise your classroom and teaching methods to accommodate the COVID-19 protocols?	4
<b>2. Future focused education</b>		
2.1 Integration of the Fourth Industrial Revolution (4IR) skills and competences in teaching to prepare the learners for the future	2.1 Explain how you integrate the Fourth Industrial Revolution (4IR) skills and competences in your teaching to prepare the learners for the future.	4
2.2 Helping learners to 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	2.2 Explain how you help learners to 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	4
<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?	4

Criteria	Questions based on general criteria	Max score
<b>4. Social justice issues:</b>		
<p>How the teacher deals with the impact and effects of the following social justice issues:</p> <p>(a) Race relations <b>and/or social cohesion</b>;</p> <p>(b) Diversity <b>and/or</b> inclusivity;</p> <p>(c) Poor facilities and inadequate resources;</p> <p><b>(d) Teenage pregnancy and/or, HIV and Aids and/or other diseases;</b></p> <p>(e) Substance abuse, <b>and/or</b> bullying <b>and/or gangsterism</b>,  <b>Choose any two (2) of the above and elaborate</b></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 <b>and/or social cohesion</b>;</p> <p>(b) Diversity <b>and/or</b> inclusivity;</p> <p>(c) Poor facilities and inadequate resources;</p> <p><b>(d) Teenage pregnancy and/or, HIV and Aids and/or other diseases;</b></p> <p>(e) Substance abuse, <b>and/or</b> bullying <b>and/or gangsterism</b>,  <b>Choose any two (2) of the above and elaborate</b></p>	<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>
5.2 Demonstrating multi-valency in facilitating acquisition of knowledge and skills, as well as values for peace building and responsible citizenship	5.2 Explain how you demonstrate multi-valency in facilitating acquisition of knowledge and skills, as well as values for peace building and responsible citizenship	<b>4</b>

<b>Criteria</b>	<b>Questions based on general criteria</b>	<b>Max score</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>

## 6.2 Categories: Specific Criteria, Questions and Scores

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

### 6.2.1 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?	5
1.2 Learner-centred techniques that provide for acquiring of basic skills and knowledge 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 and promotion of critical thinking and problem solving skills (21 <sup>st</sup> century skills), in line with CAPS?	5
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?	5
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?	5
<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>		

<b>Criteria</b>	<b>Questions</b>	<b>Max score</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>4</b>
3.2 Organising space to enable all learners to be productive and engaged in learning.	3.2 Describe how you organise space (indoors and outdoors) to enable all learners to be productive and engaged in learning?	<b>4</b>

<b>Criteria</b>	<b>Questions</b>	<b>Max score</b>
3.3 Play-based approach in teaching involves both child-initiated and teacher-supported learning.	3.3 Please share your understanding of this approach and also how you encourage children's learning and inquiry	<b>4</b>
3.4 Teaching strategies that are replicable and scalable to influence the quality of education globally	3.4 Please share the teaching strategies that are replicable and scalable to influence the quality of education globally	<b>4</b>
3.5 Regular self-monitoring to ensure the implementation of strategic objectives and policies; and using results to improve practice	3.5 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>4</b>
<b>SUB TOTAL</b>		<b>20</b>
<b>TOTAL</b>		<b>60</b>

## 6.2.2 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?	5
1.2 Learner-centred techniques that provide for acquiring of basic skills and knowledge 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 and promotion of critical thinking and problem solving skills (21 <sup>st</sup> century skills), in line with CAPS?	5
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?	5
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?	5
<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?	5

<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>
<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>

Criteria	Questions	Max score
<b>SUB TOTAL</b>		<b>20</b>
<b>TOTAL</b>		<b>60</b>

### 6.2.3 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 <u>in the classroom.</u>	1.1 How do you apply knowledge, skills and competencies to choose appropriate teaching and learning strategies that will assist in identifying learner's strengths and weaknesses in the classroom	<b>5</b>
1.2 Learner-centred techniques that provide for acquiring of basic skills and knowledge and promotion of critical thinking and problem solving skills (21 <sup>st</sup> century skills), in line with CAPS;	1.2 Mention and briefly explain the learner-centred teaching and learning techniques that you use that provide for learners' acquisition of and promotion of critical thinking and problem solving skills (21 <sup>st</sup> century skills), as indicated in the 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 progress, context of the learners, and teaching in diverse ways within the suggested timeframe to ensure you meet all the identified needs?	<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 (service learning) that will inspire models excellence for the teaching profession?	<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?	5
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 the development of their competencies, skills, attitudes and knowledge?	5
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?	5
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 innovation and curriculum?	2.4 What innovative 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 innovation and curriculum?	5
<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 advance cooperative learning so that learners are motivated, self-disciplined and advance self-directed learning.	5
3.2 Organising space to enable all learners to be productive and engaged in learning.	3.2 Describe how you organise available space to enable all learners to be productive and engaged in learning?	5

<b>Criteria</b>	<b>Questions</b>	<b>Max score</b>
3.3 Teaching strategies that are replicable and scalable to influence the quality of education globally	3.3 Do you apply teaching strategies that are replicable and scalable to influence the quality of education globally? Briefly explain your strategies.	<b>5</b>
3.4 Regular self-monitoring/development tools 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/development tools, and how you use results to improve your practice?	<b>5</b>
<b>SUB TOTAL</b>		<b>20</b>
<b>TOTAL</b>		<b>60</b>

## 6.2.4 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?	5
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?	5
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?	5
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?	5
<b>SUB TOTAL</b>		<b>20</b>
<b>1 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?	5

<b>Criteria</b>	<b>Questions</b>	<b>Max score</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; and	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>
<b>2 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>

## 6.2.5 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?	5
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?	5
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?	5
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?	5
<b>SUB TOTAL</b>		<b>20</b>
<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?	5

<b>Criteria</b>	<b>Questions</b>	<b>Max score</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; and	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>
<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>

## 6.2.6 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 and skills 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?	5
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;	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?	5
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?	5
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>SUB TOTAL</b>		<b>20</b>

Criteria	Questions	Max score
<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 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.	5
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.	5
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/ plans and is available to learners and parents, guardians and other stakeholders;?	5
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?	5
<b>SUB TOTAL</b>		<b>20</b>
<b>3. Adapt learning and teaching strategies to meet the needs of individual learners effectively by:</b>		

<sup>1</sup> Adjudicators should note that Foundation Phase and Intermediate Phase teachers will refer only to life skills not careers.

<b>Criteria</b>	<b>Questions</b>	<b>Max score</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 build learners' self-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; and	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?  3.5 How do you 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>

## 6.2.7 Excellence In Teaching Mathematics (FET)

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 What model have you developed in to explain any topic to enhance the understanding of the content in Mathematics?	5
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?	5
1.3 Enthusiasm for the subject evident in:  (a) The ability to motivate learners to learn Mathematics;  (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?	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; parents, guardians and other stakeholders?	5
<b>SUB TOTAL</b>		<b>20</b>
<b>1. Subject competence and learner focus by means of:</b>		



**NOMINATION FORM 2021**

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, ID document and Certified copies of qualification/s as evidence of being a teacher** 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 2021**

A series of horizontal dotted lines for writing.









<b>Criteria</b>	<b>Questions</b>	<b>Max score</b>
1.1 The possession of specific knowledge and skills in Mathematics and engagement in activities that reflect knowledge in the field.	1.1 As a Mathematics teacher, can you inform us of activities that you engage in that reflect your knowledge and skills of Mathematics and the impact this have in your teaching?	<b>5</b>
1.2 Participation in teacher professional development that demonstrates growth in Mathematics;	1.2 What role have you played in professional development activities that demonstrate your growth as a teacher?	<b>5</b>
1.3 Engaging learners as full partners in the learning process assuming responsibility for their own future choices	1.3 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>
1.4 Communicating high expectations; and to develop confidence in the subject	1.4 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>2. Personal Attributes evident in:</b>		
2.1 Modelling life-long learning through on-going review and enhancement of own professional practice, e.g. membership to professional association	2.1 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>
2.2 Engaging in positive working relationships with learners and colleagues, and/or community;	2.2 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>
2.3 Equip learners with high-level Mathematical skills that will enable them to take their rightful position which will enable them to make a meaningful contribution in changing their lives, and of their fellow citizens and beyond/ globally.	2.3 How do you equip learners with high level Mathematical skills that will enable them to take their rightful position which will enable them to make a meaningful contribution in changing their lives, and of fellow citizens and beyond/ globally.	5
2.4 Engaging learners in activities outside of the classroom such as clubs, organisations, tutoring, field trips, or similar activities.	2.4 How do you engage learners in activities outside the Maths class e.g. Clubs, Field Trips, <b>ONLINE ACTIVITIES</b> , Tutoring etc.rephrase	5
<b>SUB TOTAL</b>		<b>20</b>
<b>TOTAL</b>		<b>60</b>

## 6.2.8 Excellence In Teaching Physical Science (FET)

Criteria	Questions	Max score
<b>1. Excellence in teaching and supporting learning by the:</b>		
1.1 Development of learners' appreciation and understanding of Physical Science	1.1 What model have you developed in to explain any topic to enhance the understanding of the content of Physical Science?	5
1.2 Creative use of learning materials including technology within appropriate contexts to promote Physical Science inside and outside the school;	1.2 Elaborate on how you optimally use available resources to:  (a) Enhance learning in your Physical Science lessons?  (b) Promote Physical 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 Physical Science;  (b) The ability to encourage learners to pursue a career in Physical Science, including teaching;	1.3 As a Physical Science teacher, what have you done to:  (a) Motivate learners to have interest in Physical Science?  (b) Encourage learners to pursue a career in Science including to become a Physical Science teacher?	5

<b>Criteria</b>	<b>Questions</b>	<b>Max score</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; parents, guardians and other stakeholders?	5
<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 and skills in Physical Science and engagement in activities that reflect knowledge in the field.	2.1 As a Physical Science teacher, can you inform us of activities that you engage in that reflect your knowledge and skills of Mathematics and the impact this have in your teaching?	5
2.2 Participation in teacher professional development that demonstrates growth in Physical Science;	2.2 What role have you played in professional development activities that demonstrate your growth as a teacher?	5
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?	5
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	5
<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?	5
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;	5
3.3 Equip learners with high-level Mathematical skills that will enable them to take their rightful position which will enable them to make a meaningful contributions in changing their lives, and of their fellow citizens and beyond/ globally.	3.3 How do you equip learners with high level Mathematical skills that will enable them to take their rightful position which will enable them to make a meaningful contributions in changing their lives, and of fellow citizens and beyond/ globally.	<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 Physical Science class e.g. Clubs, Field Trips, Tutoring etc.	<b>5</b>
<b>SUB TOTAL</b>		<b>20</b>
<b>TOTAL</b>		<b>60</b>

## 6.2.9 Excellence In Technology – Enhanced, Teaching And Learning

Criteria	Questions	Max score
<b>1. Teacher as a role model and a peer coach</b>		
1.1 Role Model: (Teacher motivates, mentors and inspires learners and colleagues to use ICT appropriately):_	1.1 Outline four (4) way in which you are a role model to colleagues and learners in the use of ICT.	<b>4</b>
<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?	<b>4</b>
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?	<b>4</b>
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?)	<b>4</b>
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?	<b>4</b>

Criteria	Questions	Max score
		20
<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?	3.1 To what extent do the learning activities require learners to collaborate and interact with other people to achieve the desired goals?  (a) Assessment tool; (b) Management & Administrative tool; (c) Resource tool; (d) Communication and collaboration tool; (e) Recording and Report tool; and (f) Research tool.	12
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?	4
<b><u>SUB TOTAL</u></b>		<b>16</b>
<b>4. General impact</b>		
4.1 Application of pedagogical insight by the teacher into how teaching technology can and should be used in the classroom.	4.1 As an ICT integration teacher, which model of planning tool have you used in designing learning activities for learners?	4
<b><u>SUB TOTAL</u></b>		<b>4</b>
<b>4</b>	<b>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, 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>	4.1 To what extent is the teacher using ICTs to promoting learner autonomy (learner independence and responsibility for their own work)?	5
	4.2 To what extent is the teacher using ICTs to raise the learners' self-esteem to become motivated and self-disciplined?	5
	4.3 To what extent is the teacher using ICTs to accommodate the different learning styles of learners?	5
	4.4 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?	5
<b>SUB TOTAL</b>		<b>20</b>
<b>TOTAL</b>		<b>60</b>

## 6.2.10 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>4 Encouraging learners to expect the best from themselves in the face of negative social-economic conditions</b>		
4.1 Promoting learners' self-esteem, encouraging active participation in school and community activities, and motivating learners to excel;	4.1 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>
4.2 Making efforts to retain learners from different backgrounds in the school or centre;	4.2 Explain how over the years you have made efforts to retain learners from different backgrounds in the school or centre?	<b>3</b>
4.3 Using knowledge, keeping up with recent developments, experience, and skills to identify learners' strengths and weaknesses, and providing appropriate interventions; and	4.3 With your knowledge and keeping up with recent developments, and experience, explain how you have used knowledge and skills to identify learners' strengths and weaknesses and provided appropriate and sustainable interventions?	<b>3</b>
<b>SUB TOTAL</b>		<b>12</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>
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>

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

## 7. Kader Asmal Excellence Award

### 7.1 Introduction

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 NTA scheme during his term of office in the Ministry of Education in 2000; and they are now in their twenty first 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) A demanding educational activist who leads by example;
- (b) An educator with a conscience and a feel for social justice;
- (c) Takes/has taken a stand for an issue (popular or unpopular) on grounds of conscientiousness;
- (d) Intellectual tenacity and rigour; and
- (e) 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.

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

## 7.2 Eligibility

To enter the Kader Asmal Award, the candidate should meet the following criteria:

- (a) Be an activist teacher/educator (school or office-based) and/or educationalist still serving or retired in the Education Sector. This includes candidates who work at Higher Education Institutions (HEIs); Non-Governmental Organisations (NGOs); Non-Profit Organisations (NPOs); Community Based Organisations (CBOs); Faith Based Organisations (FBOs); and social partners; and
- (b) Hold South African citizenship.

## 7.3 General criteria, questions and scores

- (a) There are two types of criteria for this award: the general criteria and the criteria based on the values of Professor Kader Asmal.
- (b) Sixty (60) marks are allocated on general criteria and forty (40) marks on his values.
- (c) Candidates are advised to respond to all the questions as marks are allocated per question.

Criteria	Questions based on general criteria	Max score
<b>1. Contribution to the ethos and morale of the school</b>		
1.1 How the candidate motivates and inspires learners and colleagues; and involve them in programmes that unify the classroom/school/community, university, etc.;	1.1 How do you motivate and inspire learners, students, and adults in programmes that unify the classroom/school/community, university, etc.?	5
1.2 Engages in continuing professional development activities, which have a positive impact on classroom/school/community, university, etc. activities.	1.2 Expand on how you engage in the continuing professional development activities which have a positive impact on classroom/school/community/university, etc. activities?	5
<b>2. Future focused education</b>		

<b>Criteria</b>	<b>Questions based on general criteria</b>	<b>Max score</b>
2.1 Integration of the Fourth Industrial Revolution (4IR) skills and competences in teaching to prepare the learners, students, and, colleagues adults for the future.	2.1 Explain how you integrate the Fourth Industrial Revolution (4IR) skills and competences in your teaching to prepare the learners, students, colleagues, and adults for the future.	5
2.2 Helping learners, students, colleagues, and adults to 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.	2.2 Explain how you help learners, students, colleagues, and adults to 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.	5
<b>3. Contribution to co- and extra-curricular activities in the classroom/school/ community, university, etc.</b>		
3.1 How the candidate encourages learners, students, colleagues, and adults to participate in extra-curricular activities for the holistic development of learners, students, colleagues, and adults.	3.1 How do you encourage learners, students, colleagues, and adults to participate in the extra-curricular activities and use the extra-curricular activities for the holistic developments of learners, students, colleagues, and adults?	5
<b>4. Social justice issues:</b>		

<b>Criteria</b>	<b>Questions based on general criteria</b>	<b>Max score</b>
<p>How the candidate deals with the impact and effects of the following social justice issues:</p> <p>4.1 Race relations <b>and/or social cohesion</b>;</p> <p>4.2 Diversity <b>and/or</b> inclusivity;</p> <p>4.3 Poor facilities and inadequate resources;</p> <p>4.4 <b>Teenage pregnancy and/or, HIV and Aids and/or</b> other diseases;</p> <p>4.5 Substance abuse, <b>and/or</b> bullying <b>and/or gangsterism</b>,</p> <p><b>Choose any two (2) of the above and elaborate</b></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>4.1 Race relations <b>and/or social cohesion</b>;</p> <p>4.2 Diversity <b>and/or</b> inclusivity;</p> <p>4.3 Poor facilities and inadequate resources;</p> <p>4.4 <b>Teenage pregnancy and/or, HIV and Aids and/or</b> other diseases;</p> <p>4.5 Substance abuse, <b>and/or</b> bullying <b>and/or gangsterism</b>,</p> <p><b>Choose any two (2) of the above and elaborate</b></p>	<b>5</b>
<b>5. Professionalism in teaching</b>		
<p>5.1 Engaging in activities and networks that enhance the social and cultural value of learning;</p>	<p>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;</p>	<b>5</b>
<p>5.2 Demonstrating multi-valency in facilitating acquisition of knowledge, skills and competences, as well as values for peace building and responsible citizenship</p>	<p>5.2 Explain how you demonstrate multi-valency. in facilitating acquisition of knowledge, skills and competences, as well as values for peace building and responsible citizenship</p>	<b>5</b>

Criteria	Questions based on general criteria	Max score
5.3 Contribution to the teaching profession	5.3 Enlighten us on how you have improved the teaching profession through: <ul style="list-style-type: none"> <li data-bbox="527 272 857 344">(a) Positive engagement with fellow candidates;</li> <li data-bbox="527 368 869 560">(b) Helping colleagues overcome any challenges they face in the classroom/ school/community/ university, etc; and</li> <li data-bbox="527 584 874 619">(c) Encourage mutual learning;</li> </ul>	5
<b>SUB TOTAL</b>		<b>40</b>

## 7.4 Criteria based on Professor Kader Asmal's values

No	Criteria	
1	Leads/has led by example	10
2	Has contributed /contributes to issues of social justice in education	15
3	Takes/has taken a stand for an issue (popular or unpopular) on grounds conscientiousness	15
4	Intellectual tenacity and rigour	10
5	Creative and inspired visible delivery	10
	<b>SUB TOTAL</b>	<b>60</b>
	<b>TOTAL</b>	<b>100</b>

## 7.5 General expectations for candidates who enter the Kader Asmal Excellence Award

### 7.5.1 Candidates' presentation

- (a) All candidates that enter the award, will be expected to make a **Power Point** presentation based on the criteria mentioned in **number 4** above.
- (b) Before the presentation, each candidate will be allocated five (5) minutes before the start to set up their presentation.
- (c) Candidates will be allocated forty (40) minutes to make their presentation.
- (d) In making a presentation, candidates are expected to respond to the questions that follow each criterion.
- (e) All material submitted for the award must be in English.
- (f) The candidates 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.
- (g) All the material that has been submitted for the award will not be returned to the candidates.

## **7.5.2 Choosing the finalist by an adjudication panel**

- (a) The process of adjudicating will be the same at all levels. This means the requirement that all candidates must make presentations applies to all levels.
- (a) All candidates that enter the award are allocated forty (40) minutes for the interview.
- (a) The candidate's presentation of the general and specific criteria will be the deciding factor for the choice of a winner.

## **7.5.3 Dress code:**

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

## **7.5.4 General remarks**

The names of provincial winners will be forwarded to the Department of Basic Education (DBE) through the normal NTA channels as stated in the letters for MECs (MECs) that are copied to the provincial Heads of the Provincial Education Departments (PEDs).

## PROFESSOR KADER ASMAL AWARD

### TITLE/COVER PAGE

Title of the candidate (Mr, Mrs, Ms, Dr, Prof etc.):	
Full name/s of the candidate:	
Surname of the candidate:	
Mobile number of the candidate:	
Email address (where applicable):	
Please attach your photograph	

## 8. Awards For The NTA

### The Awards are:

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

## 9. 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;
- (f) The checklist; and
- (g) The Dispute Resolution Mechanism

### 9.1 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;
- The entrants of the 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;
- Should 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 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 category if they are Post Level 1 teachers; School Principals and/or Deputy Principals if they teach at their 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.

## 9.2 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.

## 9.3 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 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)

### 9.4 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.

### 9.5 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**.

## 9.6 Choosing a winner

### 9.6.1 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:
- (d) The teacher/team's presentation of the general and specific criteria; and
- (e) The verification visits.

### 9.6.2 The teacher's presentation:

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

- (a) Teachers will be allocated five (5) minutes before the start to set up their presentation.
- (b) 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;
- (c) 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; and
- (d) Teachers are encouraged to present the specific criteria before the general criteria.

### 9.6.3 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.

#### **9.6.4 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.

#### **9.6.5 Verification visits:**

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

### **9.7 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) 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.

## 10. 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)

## 11. The NTA checklist:

After filling in the forms, nominated teachers/teams must ensure that the following checklist is filled in and submitted.

**NTA CHECKLIST TABLE**

<b>Required document</b>	<b>Included?</b>
<b>Form 1:</b> Signed by the Principal and SGB Chairperson or Designated Person(s)	Yes/No
<b>Form 2:</b> Signed by the nominee(s)	Yes/No
<b>Form 3:</b> Signed by the Chairperson of the Nomination Team and provided a School Stamp	Yes/No
Proof of SACE registration	Yes/No
ID Document (certified)	Yes/No
Certified copies qualification/s as evidence of being a teacher.	Yes/No
<b>SCHOOL/CENTRE STAMP</b>	Yes/No
Initials and surname of the adjudicator: Adjudicator's signature:	

## 12. 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.
- (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.







Published by the Department of Basic Education

222 Struben Street

Private Bag X895, Pretoria, 0001

Telephone: 012 357 3000 Fax: 012 323 0601

© Department of Basic Education

ISBN: 000-0-0000-0000-0

**website**

[www.education.gov.za](http://www.education.gov.za)

**facebook**

[www.facebook.com/  
BasicEd](http://www.facebook.com/BasicEd)

**twitter**

[www.twitter.com/dbe\\_  
sa](http://www.twitter.com/dbe_sa)

