

# NEW CATEGORIES FOR THE 21ST NATIONAL TEACHING AWARDS



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



**National  
Teaching  
Awards**





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THE 21ST  
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# 1. Introduction

In commemoration of the twenty-first (21<sup>st</sup>) anniversary of the Annual National Teaching Awards (NTA), the Department of Basic Education (DBE) took a decision to expand the programme by introducing two new categories which will target all teachers and school leaders within the country. The categories are designed and benchmarked against the international and continental awards, that is, the Global Teacher Prize (GTP), the Commonwealth Educational Awards (CEA) and the African Union (AU) Teacher Prize. These awards will target teachers and school leaders who are registered at South African Public Schools. The Department of Basic Education aims at preparing teachers who will participate and compare their knowledge, skills and competencies against other participants on the various global platforms. In addition, it enhances and complement the NTA processes, by ensuring that SA teachers are able to measure their own performances against global educational trends around technological innovations, improved cognitive abilities, 21<sup>st</sup> Century skills and the differentiated responses thereto.

The DBE together with the Provincial Education Departments (PEDs), will conduct all the activities pertaining to these categories. The selection process will start from the school level to the districts, from the districts (to the cluster level) to the Provincial level and then finally to the national level.

The DBE launched the awards as part of its advocacy on 15 June 2021 during the National Teaching Awards and Basic Education Employment (NTA/BEEI) Dialogue which was led by the Minister of Basic Education. This was done in culmination of the national theme for the South African Government called “The year of Charlotte Maxeke” who was born on 07 April 1871. Maxeke was a South African religious leader, social and political activist and the first black woman to graduate with a university Bachelor of Science degree in South Africa (Wilberforce University Ohio-1903). Whilst in South Africa, Charlotte Maxeke in 1885, moved to Kimberly, where she started her teaching career.

## 2. Objectives of the Ministry for adding the two new categories

Teachers today have to prepare learners for an increasingly complex, sophisticated, interconnected, and interdependent world. An inspirational global competent teacher requires embracing a mind-set that translates personal global competence into professional classroom practice. It is a vision of equitable teaching and learning that enables learners to thrive in an ever-changing world and that particular teacher must have the following skills:

- 2.1 Creating a classroom environment that values diversity;
- 2.2 Integrating global learning experiences into the curriculum;
- 2.3 Facilitating intercultural conversations and partnerships; and
- 2.4 Assessing learners' global competence development.

It is imperative to note that South African Schools today have a responsibility to ensure that learners acquire skills on how to collaborate with people from different cultures within their countries and to act on issues that have both local and global impacts. Developing learners' global awareness are integrated within all subjects and because of its nature are infused in learning outcomes across all disciplines, and available for all learners despite their phase, grade and ability.

## 3. New categories for the 21<sup>st</sup> NTA

### 3.1 National Best Teacher Award:

- (i) This award will honour the best teachers/school leaders who will represent South Africa in the Global Teacher Prize which is presented annually to an exceptional teacher who has made an outstanding contribution to their profession. Those teachers will embody the skills which focuses more on transforming the lives of learners and the community. Those skills will include the introduction of digital learning tools, ensuring that all children have access to quality education, and had initiated environmental and other projects.

- (ii) Preferably, they could have either participated in international competitions or must have developed any material that can be utilised nationally or even internationally; and
- (iii) Teachers that had or are preparing students for an increasingly complex, interconnected, and interdependent world. Being a globally competent teacher requires embracing a mind-set that translates personal global competence into professional classroom practice.

### 3.2 S/Hero Awards:

- (i) The Department of Basic Education (DBE) has been touched by the selfless acts of teaching during the pandemic as well as the integration of the Fourth Industrial Revolution (4IR) skills into teaching methodologies. Despite all the unprecedented challenges, there have been outstanding teachers and principals who compromised their health and assisted learners who could not access virtual learning;
- (ii) The award is for individuals who in their work overcame adversity, a crisis situation or who have gone above and beyond to help others during that adversity. This can be challenges such as, an outbreak of an epidemic, any nature of a pandemic, or any other obstacles that compromised the quality of education system, any humanitarian catastrophe, unpredicted heavy rains and etc. for this edition the award will honour teacher's/school leaders who initiate any form of innovation during the global pandemic of COVID-19; and
- (iii) Times like these will afford the sector an opportunity to recognise and appreciate the selfless deeds of these individuals, who are leading change, innovate new methods, and finding ways to reach out to all regardless of the difficulties involved. The receiver of this award will be an individual who brought about innovative ideas, design and invent initiatives that are applicable in the situation now, and scalable to other situation is the education sector and beyond.

## 4. Candidates' submissions

- 4.1 All candidates that enter these awards, will be expected to make a Power Point presentation based on the criteria;
- 4.2 Before the presentation, each candidate will be allocated five (5) minutes to set up their presentation;
- 4.3 Candidates will be allocated forty (40) minutes to make their presentations;
- 4.4 In making a presentation, candidates are expected to respond to the questions that follow each criterion.
- 4.5 All material submitted for the awards must be in English;
- 4.6 Participants for the National Best Teacher Award and the S/Hero are required to complete **Forms 1, 2 and 3 which is attached on the NTA nomination guide**; and
- 4.7 All 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.

## 5. Rules and attributes related to National Best Teacher Award and the S/Hero Award categories

### Eligibility

- 5.1 Teaching any grades in the South African public schools, must be able to adapt policies and legislations to suit the indigenous context of the learners and be able to teach/lead in adverse circumstances to make a difference in the life of learners;
- 5.2 Only current practicing teachers can participate in these categories and retired teachers are not eligible for entering these awards. Teachers who have served a part of the calendar year (at least for four months prior to entering for the award, that is, up to 30th April in the year to which National Awards relate) may be considered if they fulfil all other requirements;
- 5.3 The award is open to teachers who have worked for more than three (03) years and who, during their tenure provided solutions for complex classroom situations that can apply to other schools, regions, districts and nationally;
- 5.4 Participating entrees should be able to display a deeper understanding of knowledge production, the interconnectedness of skills application across subject fields and ways of sourcing professional support from human and multimedia sources to compliment teaching and learning;
- 5.5 Prospective entrees must have been innovative beside having the required teaching experience, hold exceptional positions, display requisite global skills and competencies and had design scalable and replicable tools and applications that complement and enhance curriculum delivery in all educational settings.
- 5.6 Empirical evidence will be compulsory as it will provide greater clarity and can inform the wisdom and practical value of the current practice. The focus is on the aspects of teacher background that can be translated into policy recommendations and incorporated into teaching practice;
- 5.7 Drafted frameworks for education which will include measurable curriculum innovations and relevant policy indicators to organise the teacher characteristics assumed to reflect teacher quality **will be an advantage** (not compulsory);

- 5.8 S/Hero candidate must display knowledge and strategies of disaster preparedness, response thereto, recovery mechanism, system, political and country responses in the event of any situation that the sector maybe confronted with in future; and
- 5.9 Teachers must showcase the 21<sup>st</sup> Century skills they possess and the application thereof in their preparation of learners as Global citizens.

## 6. Selection criteria questions for the National Best Teacher Award

No	Criteria questions	Marks
<b>Instructional practices</b>		
1.	Explain how do you employ effective instructional practices that are replicable and scalable to influence the quality of education in the country and beyond?	<b>10</b>
2.	<ul style="list-style-type: none"> <li>• Elaborate on how you had infused innovative instructional practices that address the particular challenges of your school, community or country</li> <li>• Based on the evidence or your experiences, what would you suggest could be effective in addressing such challenges in a new way?</li> </ul>	<b>05</b>  <b>05</b>
3.	Explain how you have imparted knowledge and skills to the school community that compliment classroom practices and support learners in and beyond the classroom environment?	<b>05</b>
4.	<p>All learners need to be global citizens through providing them with a value-based education that equips them for a world where they will potentially live, work and socialise with people from many different nationalities, cultures and religions.</p> <p><b>Question:</b> Elaborate and give examples on how you have prepared learners for the complexities of the global world and what skills did you translate to them to make them competent to engage with people from different nationalities?</p>	<b>10</b>

5.	<p>With empirical evidence, the teacher must display how he/she improved the teaching profession through helping to raise the bar of teaching, sharing best practices, and helping colleagues overcome any challenges they face in their school.</p> <p><b>Question:</b> Share with us evidence of best practices that you have employed in the event of raising the bar of teaching by assisting peers to overcome challenges. Please elaborate on few of these challenges by naming them</p>	10
6.	<p>Teacher recognition from governments, NGO`s, SMT, SGB, colleagues at the school, educational organisations nationally and locally, members of the wider community or pupils.</p> <p><b>Question:</b> Please explain and give evidence about the teacher recognition you had acquired either from the school, community or the educational sector in large? What was it for and how did it change the lives of others?</p>	05
7.	<p>Engages in continuing professional development activities, which have a positive impact on classroom activities.</p> <p><b>Question:</b> 7.1 Expand on how you engage in the continuing professional development activities of all 3 types which have a positive impact on classroom activities?</p>	10
8.	<p>Improving management of education system as well as building and enhance capacity for data collection, management, analysis, communication and use.</p> <p><b>Question:</b> Give us your views on how the education system can be improved through the utilisation of different strategies that will lead to an improved educational sector where quality teaching and learning can occur?</p>	10
9.	<p>How did you as a teacher set up a coalition of stakeholders to facilitate and support activities resulting in the achievement and aspirations of the Constitution of SA and the National Development Plan?</p>	10

10.	Teaches/leads in adverse circumstances to make a difference in the life of learners and ensure inclusivity, quality, equality, redress and functionality. Focusing on the items listed, explain as to how you had made a difference to the school and learners in ensuring that your teaching is inclusive, of quality and address the individual needs of learners?	10
11.	How do you ensure that the 21 <sup>st</sup> century skills are implemented in your teaching through the following? <ul style="list-style-type: none"> <li>Teaching the strategies to all learners;</li> <li>Innovation through technological applications</li> <li>Ability to foster learner relationships;</li> <li>Always apply forward thinking skills; and</li> <li>Be able to embrace changes and eruption of epidemics and pandemics.</li> </ul>	10
	<b>Marks</b>	<b>100</b>

## 7. Selection criteria questions for the S/HERO Award

No	Questions	Max Score
1	<b>Self-Advocacy.</b> <b>Teaching excellence during crisis: As a principal, a teacher, or a team, how did you ensure that:</b>	
1.1	No child was left behind, especially those learners who are financially disadvantaged?	05
1.2	Covid-19 protocols were observed and orientated to all learners?	05
1.3	Psychological support was offered to all learners?	05
1.4	Community support was offered, especially to frontline workers? Also include the types of learning materials provided.	05
	<b>Total</b>	<b>20</b>
2	<b>Curriculum Development &amp; Collaboration</b>	

2.1	Elaborate on the innovation and adaptations you brought to CAPS and the benefits you have observed. What recommendation can you make to the education sector to strengthen curriculum deliver?	10
2.2	<p>Engaging in continuing professional development activities, which have a positive impact on classroom activities.</p> <p><b>Question:</b></p> <p>2.2.1 Expand on how you engage in the 3 types of Continuing Professional Development activities, and their positive impact in classroom activities?</p>	05
3.	<b>Inclusivity</b>	
3.1 3.2	<p>Special Needs environment may sometimes receive the least attention and support.</p> <p><b>Questions:</b></p> <p>How did you apply learner focused strategies to learners with special needs through different medium to ensure that they are not left behind during the time of crisis and how did you prepare and deliver such lessons?</p> <p>How have you applied interventions for learners with additional learning needs including barriers to learning, usage of technology, increase and improve access to educational supports and individualised learning opportunities,</p>	05  05

<p><b>4.</b></p> <p><b>4.1</b></p> <p><b>4.2</b></p>	<p><b>Innovation.</b></p> <p><b>Questions:</b></p> <p>Which Educational resources/Apps and ideas have you designed, before or during the breakout of COVID-19, for what purposes and how did learners benefit from it</p> <p><b>Assisting other schools/teachers</b></p> <p>How did you ensure that all innovations and complimentary strategies were shared with your colleagues at the school, those in surrounding schools, the school communities and even teachers outside of your province?</p> <p>Explain as to how teaching can be augmented with these methods and what can be the short, medium and long term impacts of it?</p>	<p><b>05</b></p> <p><b>05</b></p>
<p><b>5.</b></p>	<p><b>Collaboration with the other Education heroes.</b></p> <p>Without the services and efforts of others the COVID-19 pandemic could have been far worse for teachers and students.</p> <p><b>Question</b></p> <p>How would you describe and acknowledge the contribution of your colleagues and all other support staff which include the administrators, custodians, and nutrition workers and how did you complement each other?</p>	<p><b>05</b></p>

	<p><b>Academic and non-academic support</b></p> <p><b>Question:</b></p> <p>Which programs associated with positive learning outcomes have you applied in teaching as a way of ensuring that your learners not only acquire academic skills but also acquire:</p> <p>6.1 Essentials skills, for example, interpersonal attributes;</p> <p>6.2 Problem solving / creative and analytical skills;</p> <p>6.3 Restructure instruction and pedagogy in addition to providing social support;</p> <p>6.4 Combining technical skill development based on industrial standards and requirements with content knowledge from related academic subjects; and</p> <p>6.5 Internet marketing.</p>	<p><b>10</b></p>
<p><b>7.</b></p>	<p><b>Excellent networking abilities. Developing a strong network of connections outside home, school, community and country is essential. Successful networking will prepare learners and open doors to unexpected employment opportunities in and outside of the country.</b></p> <p><b>Questions:</b></p> <p>7.1 Explain how you feel about global co operations in general, and tell us more about joint assignments/projects you were involved/would like to be involved in that include people in and across the borders of the country. What were positive impact of the specific assignment/project and how do you think you will benefit from it?</p> <p>7.2 Explain how you help learners to become national/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.</p>	<p><b>05</b></p> <p><b>05</b></p>

<p><b>8.</b></p> <p><b>8.1</b></p> <p><b>8.2</b></p>	<p><b>Resilience.</b> For learners to succeed in both their academic and non-academic careers, they need to have mental strength and resilience.</p> <p><b>Questions:</b></p> <p>How have you contributed by encouraging learners' success/ completion of their grades by supporting them in the continuation of their studies, tutoring and mentoring them, especially for those individuals from socioeconomically disadvantaged communities?</p> <p><b>Emotional support (during and before the pandemic):</b></p> <p>You may have helped learners tackle mental or physical health challenges.</p> <p>Elaborate on how you had support learners through offering support and encouraging them to engage in the programs of activism as a way of giving them courage?</p>	<p><b>05</b></p> <p><b>05</b></p>
<p><b>9.</b></p>	<p><b>Engaging with education stakeholders.</b> Teachers, learners and parents' engagement in education is the key to resolving/ improving learning culture in the country.</p> <p>How would you address the following critical challenges of the school system?</p> <p><b>6.1</b> Lack of community and parental support;</p> <p><b>6.2 School</b> absenteeism;</p> <p>6.3 Late coming and high dropout rates;</p> <p>6.4 Bullying and</p> <p>6.5 Gangs and drug abuse</p>	<p><b>10</b></p>
<p><b>Total</b></p>		<p><b>100</b></p>

## 1. National Best Learner Award

This is a sister award to the **National Best Teacher Award** as it intends to celebrate and compliment an exemplary learner who display resilience in their journey of learning despite the obstacles that confronts them. The award will further highlight the efforts of such extraordinary learners and acknowledge the impact and influence on their peers and society at large. The intended outcome of this award will focus and enable career expansion, successful completion and employment of finalist.

The ultimate goal and vision of the education sector is to provide learners with lifelong learning opportunities, provision of the requisite skills and competences to reflect and share their own views, develop them to be national and global participants, as well as to understand and discuss complex dynamics and relationships of common social, ecological, political and economic nature.

## 2. Eligibility

- 2.1 The award is open to all learners who are registered in any South African public schools (primary and secondary schools);
- 2.2 Learners must have completed projects or programmes that had positively impacted on the improvement/development of other learners. Those projects may have been completed in any type of school in the country including special schools;
- 2.3 Research done or were involved in with others with the focus on a positive impact on the school, community and broader society;
- 2.4 Must supply evidence for the work previously done;
- 2.5 Being involved in any other fellowship programs/ sport/ after class programs to support other learners (will be an advantage);
- 2.6 Must be able to showcase resilience despite all adversities and must also show perseverance to growth; and
- 2.7 Eligible learners must display the following 21st Century skills:
  - 2.7.1 **Problem solving skills.** Learners must have problem-solving skills which will assist them with the ability to identify problems and finding solutions through applying appropriate skills systematically;
  - 2.7.2 **Cross-cultural communication skills.** Learners must be willing to function on international platforms, that is, they must be able to operate in diverse situations, with people from different countries, cultures or background to theirs;
  - 2.7.3 **Excellent networking abilities.** Developing a strong network of connections outside their home, school, community and country will be beneficial. Successful networking will prepare learners and open doors to unexpected opportunities in and outside of the country;
  - 2.7.4 **Collaboration.** The ability to collaborate and work together for a common purpose is fundamental in the business world. Learners require humility capabilities where they can

allow others to take the lead and share credit of success as a unifier, sharing the same vision;

2.7.5 **Interpersonal influence.** As a country we need to train learners to be respectful towards each other and the country's laws. They must develop good relationships, share good communication skills and practices and build respect towards each other as a pre requisite of patriotism;

2.7.6 **Adaptive thinking.** Learners must be able to thrive in a complex and ever changing world. This must include taking decisive action in times of danger and uncertainty;

2.7.7 **Emotional intelligence.** Strong emotional intelligence is a critical skill when it comes to how to do projects. Learners with emotional intelligence are self-aware and in control of their emotions towards stressful environments and situations and are able to be flexible and adapt to the changing environment with a strong sense of empathy; and

2.7.8 **Resilience.** For learners to succeed in both their academic and non-academic careers, they need to have mental strength and resilience. Practically learners had to have endurance in challenging situations and refrain from opting out before achieving success.

### 3. National Best Learner Award criteria questions and scores

#### Selection criteria and the questions:

Criteria	Questions based on general criteria	Max score
<b>1. Contribution to the ethos and morale of the school</b>		
<b>Questions:</b>		
1.1 As a learner how have you motivated/pushed yourself through challenges that could have distracted your own learning, how have you maintained discipline and act responsibly using your personal learning abilities?		<b>5</b>
1.2 How do you motivate and inspire your classmates, other learners, peers and the school community in programmes that unify the school?		<b>5</b>
<b>2. Problem solving skills</b>		
2.1 What are/were the adversities/ barriers that you had to overcome to be where you are now and how did you achieve your goals despite your adversities. Focusing on the 2 of the options listed below:		<b>5</b>
<ul style="list-style-type: none"> <li>• Health/socio economic disadvantages;</li> <li>• Discrimination/ frequent relocation;</li> <li>• Family difficulties;</li> <li>• Environmental disasters; and</li> </ul>		<b>5</b>

<b>3. Excellent networking capabilities - Future focused education</b>	
<p>Learners must be passionate about the future of global co-operation which includes working on joint assignments/projects with other countries. Candidates should have taken an active role in fostering cultural understanding, breaking down barriers, fighting ignorance on global issues, and using online platforms to share resources, information, and expertise.</p> <p>3.1 Explain how you feel about global co operations in general, and tell us more about joint assignments/projects you were involved/would like to be involved in that include people in and across the borders of the country. What positive impact of the specific assignment/project?</p> <p>3.2 Explain how you help learners to become national/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.</p>	<p style="text-align: right;">5</p> <p style="text-align: right;">5</p>
<b>4. Collaboration. Contribution to co- and extra-curricular activities in the school community</b>	
<p>How do you encourage other learners and peers to participate in extra-curricular activities and use the extra-curricular activities for the holistic development of the peers/learners?</p>	<p style="text-align: right;">10</p>
<b>5. Emotional intelligence</b>	
<p><b>Leadership roles</b></p> <p>South African schools have democratically elected learner councils which are legally obliged to establish a representative council of learners in both primary and secondary schools.</p> <p><b>Questions:</b></p> <p>5.1 What kind of leadership role have you played in your school? If you have never been a member of any council what would you like to change if you are given a chance to be one of the leaders?</p>	<p style="text-align: right;">10</p>
<b>6. Interpersonal influence</b>	
<p><b>Engaging with education stakeholders.</b> Teacher, learner and parents' engagement in education is the key in resolving/improving a learning culture in the country.</p>	<p style="text-align: right;">17</p>

<p>How would you address <b>any 3 of</b> the following critical challenges of the school system?</p> <p>6.1 Lack of community and parental support;</p> <p>6.2 School absenteeism;</p> <p>6.3 Late coming and high dropout rates;</p> <p>6.4 Bullying and</p> <p>6.5 Gangs and drug abuse</p>	<p>5</p> <p>5</p> <p>5</p>
<p><b>7. Impact on your peers</b></p>	
<p>Questions:</p> <p>7.1 How have you contributed to other learners' success/completion of their grades by supporting them in the continuation of their studies, tutoring and mentoring your peers, especially for those individuals from socioeconomically disadvantaged communities?</p> <p><b>7.2 Emotional support:</b></p> <p>You may have helped other students tackle mental or physical health challenges; engaged in activism to support minority student groups; fundraised for a good cause; or simply carried out individual acts of support, courage, and generosity. Can you please elaborate on that?</p>	<p>5</p> <p>5</p>
<p><b>8. Resilience</b></p>	
<p>Many of today's most exceptional learners may have dealt with gaps in their formal studies that is beyond their control, taken on responsibilities such as being a carer/guardian, or raised a child while studying. In each case, the candidate's personal journey will demonstrate an indomitable spirit in the face of difficulties that might have stopped others.</p> <p><b>Question:</b></p> <p>Elaborate on one of the most challenging obstacles that you are/was confronted with and explain the nature of the obstacle, the negative impact it had on yourself and your family, how you dealt with it, the lesson learnt, and how others can benefit from the situation?</p>	<p>10</p>

<b>9. Creativity and innovation</b>	
<p>Learners may have written a novel, recorded an album, have designed an app, built a YouTube channel, recorded a podcast or become a social media influencer. Equally, you may have been involved in creating a social purpose organisation or some other type of service, using new technology or fresh ideas about how to connect people.</p> <p><b>Question:</b></p> <p>Since the next generation will not only be job seekers, but job initiators.</p> <p>Tell us more about any APP or new technological intervention that may change the lives of people in the new future?</p> <p>If you invent or participate in the creation of any album (music) /wrote a novel, design a YouTube educational channel or initiate a social purpose project/program that will influence the youth in any way, we would like to hear about it?</p>	<p style="text-align: right;"><b>5</b></p> <p style="text-align: right;"><b>5</b></p>
<p><b>10. Professionalism in learning</b></p> <p><b>Question:</b></p> <p><b>Changing the curriculum</b></p> <p>Given an opportunity what would be your input or what would you like to change in the curriculum and what would you like the government or the education sector to include in the curriculum</p>	<p style="text-align: right;"><b>5</b></p>
<p><b>SUB TOTAL</b></p>	<p style="text-align: right;"><b>100</b></p>

## 10. National adjudication process for the three categories.

- 10.1 The DBE NTA steering committee will select and appoint the adjudication panel which will select the three final winners for the National Best Teacher Award and the S/Hero and the Learners award from the nine candidates from all the provinces.
- 10.2 The appointed jury will comprise of public officials, head teachers, academics, journalists, entrepreneurs, company directors, scientists and the officials from the auditing firms outside of DBE. The final scores for the three (03) candidates from each category will be forwarded to the Minister and the Deputy Minister. They will then make a final determination of the winners after scrutinising the responses and scores.
- 10.3 The diverse experience and expertise fields of the jury, will ensure that the criteria for judging will assist in showcasing best practices not only in individual schools, but the possibilities in the country. It will enable the sector to share innovations, technological infusion in curriculum delivery, and diversification in all practices and build the confidence of SA teachers to compete in all Global Awards.
- 10.4 To ensure fairness and transparency, the process will involve the checking of performance by auditors. The auditors will monitor the processes for entry evaluation, manages the prize committee selection of top finalists, and provides the voting Jury platform.
- 10.5 Secretarial assistance to the Jury will be provided by the national office.

END

**NB: FORMS TO BE INSERTED SEPARATELY - COMPLETE & TEAR OUT THE FORMS**

## NOMINATION AND MOTIVATION FORMS 2021: NATIONAL BEST LEARNER AWARD

### Nomination form

- To be completed by the Nomination Team. Note the eligibility and disqualification criteria in the NTA Nomination Guide.
- Nomination Team:
  - 11 School Principals/leaders;
  - 12 School Governing Bodies; and
  - 13 Teachers.
- All forms must be handed in to the district on or before the date determined by the relevant Provincial Education Department.

NOMINATION FORM	
NATIONAL BEST LEARNER AWARD	
<b>First names</b>	
<b>Surnames</b>	
<b>Gender</b>	
<b>Identity Number (Attach a certified copy)</b>	
<b>Name of school/contacts/ address and school stamp</b>	

<b>Learner Registration Number (if applicable)</b>	
<b>Email address (optional)</b>	
<b>Contact Numbers</b>	
<b>District/Region</b>	

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

<b>Signature of Principal</b>		<b>Date</b>	
<b>Signature of Chairperson of the SGB</b>		<b>Date</b>	
<b>Special notes:</b>			
<ul style="list-style-type: none"> <li>• If the Principal or SGB/CGB Chairperson cannot sign for whatever reason, please also provide the information in the table below.</li> <li>• If the Principal is the nominee, he/she must only sign in the space provided for the Nominee(s) on the Form.</li> <li>• The SGB/CGB of the Nomination Team must agree on a person who will sign on behalf of the learner.</li> <li>• If a District/Regional Official is the nominator, the Principal must endorse the nomination.</li> </ul>			
<b>Name of person signing on behalf of the Learner or Chairperson of the SGB/CGB</b>			
<b>Designation of Signatory</b>			
<b>Statement of Motivation for signing on behalf of the Principal or Chairperson of the SGB/CGB</b>			

<b>First Names</b>	<b>Surname</b>	<b>Signature</b>	<b>Date:</b>

## 8. National adjudication process for the three categories.

- 8.1 The DBE NTA steering committee will select and appoint the adjudication panel which will select the three final winners for the National Best Teacher Award and the S/Hero and the Learners award from the nine candidates from all the provinces.
- 8.2 The appointed jury will comprise of public officials, head teachers, academics, journalists, entrepreneurs, company directors, scientists and the officials from the auditing firms outside of DBE. The final scores for the three (03) candidates from each category will be forwarded to the Minister and the Deputy Minister. They will then make a final determination of the winners after scrutinising the responses and scores.
- 8.3 The diverse experience and expertise fields of the jury, will ensure that the criteria for judging will assist in showcasing best practices not only in individual schools, but the possibilities in the country. It will enable the sector to share innovations, technological infusion in curriculum delivery, and diversification in all practices and build the confidence of SA teachers to compete in all Global Awards.
- 8.4 To ensure fairness and transparency, the process will involve the checking of performance by auditors. The auditors will monitor the processes for entry evaluation, manages the prize committee selection of top finalists, and provides the voting Jury platform.
- 8.5 Secretarial assistance to the Jury will be provided by the national office.

**END**

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