

## Excellence in Primary School Teaching

Nominee: **Mrs Eugenia Paulo-Goagoses**

School: **Masiphathisane Primary**

Cluster: **West Coast**

District: **West Coast Education District**

### **Motivation**

Ms Eugenia Paulo-Goagoses is a young, energetic, respected and passionate teacher. She believes that it is her duty to enrich the minds and lives of her learners who mainly originate from an impoverished community.

In her first year of teaching at Masiphathisane Primary School, she vowed that she would teach in such a way that her learners would see hope for a better future and she would help them to understand that they would ultimately determine their success in life. She believes in creating a safe space for her learners where they will feel comfortable and where it will be conducive for quality teaching and learning to take place. She gives her learners the opportunity to build on their personal strengths, whilst nurturing and improving their weaknesses so that they would not allow these weaknesses to dictate their lives, but would feel the need to tackle them head-on.

Because the majority of her learners are at risk of failing or are suffering from an educational barrier, she includes and combines different teaching methods and resources in her lesson planning. If learners are unable to understand and follow lessons in English, she uses information and communication technology (ICT) to reach them on an audio or visual level.

Ms Paulo-Goagoses is a strong supporter of continued learning and believes that by unlocking a person's full intellectual abilities, the person will be able to better challenge and change the societal issues that plague us as a nation. She is a part-time law student and plays an active role in community development and upliftment forums, such as serving on the local Municipal Ward Committee under the Youth Portfolio. As a result, she has been nominated to serve and represent her Ward and all communities of the West Coast on the committees of the Community Works Programme (CWP) and Industrial Development Zone (IDZ), and she has also been elected as the chairperson of the Saldanha Bay Municipal Youth Forum. She motivates, creates opportunities, encourages and champions various social issues in the West Coast community at large.

As her school's eisteddfod coordinator, she took it upon herself to convince the management team of Wes-Boland eisteddfod to introduce Xhosa Home Language poetry to the list, as previously Xhosa learners were disadvantaged because they could not express themselves with the same flair as mother tongue Afrikaans and English learners.

She believes in keeping learning authentic and accessible to all learners. Ms Paulo-Goagoses believes that in general, most of the everyday issues that her learners are dealing with are also covered in the curriculum. Because she can relate to curriculum content, she keeps her

lessons authentic with everyday examples from learners' communities and lives. She believes that her past experiences with different cultures and races have given her the ideal opportunity to enrich her learners' understanding and respect for diversity.

She makes the learning experience a mutual learning and teaching experience so that struggling learners can remain part thereof. Her learner-centred learning and teaching techniques as well as regular and timeous feedback to relevant stakeholders, bring out the best in each and every learner in her class.

She identifies learners who are struggling because of language barriers and she therefore uses code switching where possible or lets classmates interpret to the learner. She also breaks down and simplifies content where necessary and spends extra time with those in need of more assistance. She has proven herself capable of teaching through the use of technology and uses it to enhance teaching in the Intermediate and Senior Phases.

Ms Paulo-Goagoses does not shy away from a challenge and is by nature extremely proactive. She has an undeniable commitment to making a difference in her learners' and colleagues' lives, in and beyond the classroom.

It is therefore without reservation that Ms Paul-Goagoses is nominated as a worthy recipient of this coveted award.

## **Excellence in Secondary School Teaching**

Nominee: **Mr Ian le Roux**

School: **Emil Weder Secondary**

Cluster: **Overberg**

District: **Overberg Education District**

### **Motivation**

Mr Ian le Roux is a passionate, young, vibrant and dedicated teacher who does his best to encourage and motivate his learners to achieve the goals set for their future. He goes beyond the call of duty to cater for, not only curricula and extra-curricular needs, but also for the social needs of his learners. He teaches from the heart and not just on pen and paper. The environment in which his learning takes place, is one where learners are stimulated by content presented. Meticulous planning and preparation ensure that all his classes are conducted in an orderly and disciplined environment.

As a Business Studies and Life Orientation subject teacher, he interacts with the majority of learners and manages to accommodate them all. He identifies strengths and weaknesses through regular assessment (formal and informal) by using projects as tasks and practical studies to test learners' hand skills, collaboration, team building and critical thinking. He also prepares learners for the Fourth Industrial Revolution by incorporating technology (computers, the Internet and interactive white boards), complex problem solving, critical thinking, people management and coordinating with others – skills that would actively prepare learners to become global citizens.

Mr Le Roux employs various learner-centred techniques to cater for the different learning styles of his learners. He uses subject frameworks and examination guidelines to develop workbooks, and he breaks down the work into content that is easier for his learners to understand. He also uses YouTube videos and other information technology communication applications to capture the attention of his learners throughout his lessons.

As the subject head for Business Studies and Life Orientation, Mr Le Roux works with a number of teachers and manages to monitor and apply policies as prescribed. He assists teachers with interpretation and implementation of policies and ensures that quality teaching and learning is taking place in Business Studies, Life Orientation and Economic and Management Sciences.

Apart from his subject-related duties, he has also been tasked to mentor newly appointed teachers and is a tutor and lead teacher for Business Studies in the Overberg District. Mr Le Roux is one of the team leaders for curriculum improvement programmes, as well as a master trainer for project-based learning in the Overberg District. He improves his insight and experience by attending all workshops organised by the school and district and by participating in the professional learning community.

Mr Le Roux maintains a healthy and professional relationship with all stakeholders. He motivates, inspires and supports colleagues in transferring and sharing their best practises. He is

passionate about his work and goes beyond the call of duty – he took it upon himself to become a guardian of two boys at school and they currently reside with him.

Mr Le Roux undertakes various projects to the benefit of his learners. Some of these projects include competitions, job shadowing, open days, and assisting learners with university and bursary applications. He helps to expose learners to educational field trips which link the subject content to real-life experiences. To show his interest in the well-being of his learners, he regularly makes home visits. Because Mr Le Roux believes in the holistic development of all learners, he entered learners for the Business Studies Olympia competition where they won at district level and thereafter participated at provincial level.

Mr Le Roux sets high standards for each project he undertakes and therefore delivers excellent results. He obtained a 100% pass in 2018 for Grade 12 Business Studies and is a worthy nominee for this award.

## **Excellence in Grade R Teaching**

Nominee: **Ms Michelle Swart**

School: **Hermanus Pre-Primary**

Cluster: **Overberg**

District: **Overberg Education District**

### **Motivation**

Ms Michelle Swart has been teaching for 15 years and for the past four years she has been a Grade R teacher at Hermanus Pre-Primary School. She is a qualified early childhood development practitioner and has a BA (HSS) psychological counselling degree as well as a Post Graduate Certificate in Education (PGCE) Foundation Phase, which she completed in 2018.

She is an enthusiastic and passionate teacher who is innovative and creative in her teaching methodologies – she makes learning fun! Ms Swart fulfills her teaching and leadership role with loyalty, dedication and support to other teachers at school and throughout the entire circuit. She renews her skills constantly and attended several training courses, including The Happy Handwriting and Early Identification to Learning Barriers courses, as well as Curriculum and Assessment Policy Statement (CAPS) training courses and the Western Cape Education Department (WCED) Emergent Literacy Project.

She implements diversity and inclusivity in her teaching by supporting all learners from different backgrounds, abilities, cultures and religions. She is solution driven, diligently puts interventions in place for all learners with barriers in her class and encourages parent involvement in the process of intervention. Ms Swart believes in learning through fun and play. She meticulously plans and arranges her classroom space for optimal and sensory stimulation. This creates great learning opportunities for language development, mathematical thinking and social skills development, such as taking turns and problem solving.

Ms Swart has an exceptionally print-rich and well-structured classroom, thereby creating a conducive learning environment for her learners. She instils a sense of worth in her Grade R class to ensure that learners' reception year is an introduction to an exciting educational journey. Ms Swart believes in genuine, honest and consistent positive reinforcement. She has the ability to work under pressure and still produce work of an exceptional standard. Not only is she an example of excellence in all areas as a teacher, but also as leader in the school and community member. With her strong leadership, excellent organisational and human relations skills, Ms Swart, as member of the school management team, plays an active role in school planning.

She is a worthy nominee for the Excellence in Primary School Teaching Award.

## **Excellence in Special Needs Teaching**

Nominee: **Ms Hazel Human**

School: **Olympia School of Skills**

Cluster: **Eden and Central Karoo**

District: **Eden and Central Karoo Education District**

### **Motivation**

Ms Human is a young, dedicated and passionate teacher who started her teaching career in 2011 at Haarlem Secondary School as a learning support teacher. Her responsibilities were to support teachers with the identification, screening and placement of learners within a normal school setting. She wrote individual education plans for learners with behavioural challenges to assist fellow teachers to teach more effectively. With her newly found passion for the special needs child and armed with new knowledge and mainstream experience of special needs, Ms Human was appointed at the Olympia School of Skills in 2018 where she became a teacher. At this school she was hopeful about all her dreams, could dare to be different and could live her passion for and dedication towards special needs learners hailing from disadvantaged areas.

Ms Human believes that teaching should come from the heart, especially where learners with special needs are concerned. She acknowledges and respects each and every learner as an individual, despite age, race, gender, ethnicity or language and is a passionate teacher who has made a commitment to not exclude anybody from the opportunity of getting quality education. Ms Human is achieving great success in using alternative and adapted teaching methods in class, working with learners on an individual basis. She uses eLearning methodologies in class with great success. Her holistic approach towards the individual learner is dear to her heart and she invests her time and energy in coaching sport as part of her extramural program at school.

As an enthusiastic and driven special needs teacher, Ms Human has studied further to strengthen her knowledge of the special needs learner. Apart from having a teaching qualification, BEd (Intermediate Phase), she also completed an honours degree in learner support and is currently studying for a BA in psychological counselling. She regularly attends workshops in various applicable specialised fields of education, such as HIV and AIDS, teenage pregnancy and grief and loss programs.

With her positive attitude towards the teaching profession, she endeavours to motivate and support her learners. Her initiatives has resulted in turning challenged learners with severe barriers to performing and adapting into positive individuals with new hope for the future. She believes that the attitudes and actions of a dedicated special needs teacher can determine the future of a special needs learner in a very positive way and is therefore nominated as a worthy recipient of this award.

## **Excellence in Teaching Natural Sciences (GET)**

Nominee: **Ms Danielle van Eck**

School: **Protea Heights Academy**

Cluster: **Metropole North and Metropole East**

District: **Metropole East Education District**

### **Motivation**

As passionate teacher, Ms Van Eck's philosophy on the culture of learning is based on developing analytical and critical thinking and encouraging learners to think independently by learning, unlearning and relearning. She is instrumental as driving force behind the science ethos at Protea Heights Academy (PHA). With her eyes set firmly on the Fourth Industrial Revolution and her passion for robotics, she heads up the robotics programme at PHA. Her learners won the recent national robotics competition and will compete internationally in Hungary in the near future. She has fast-tracked learners into thinking about the importance of artificial intelligence and how they can adapt to the rapidly changing technology-driven global environment. She inspired all grades to enter and compete in the National Science Olympiad and National Science Expo.

Ms Van Eck believes that it is very important to develop her lesson plans and intervention programs to be in line with the assessments outlined in the National Protocol for Assessment. During her science lessons, mutual respect is the cornerstone of her productive classroom environment and meaningful relationships are fostered with learners. She makes use of the flipped classrooms concept in her lessons, which includes the incorporation of practical demonstrations and collaboration via a Google document or slide in order to encourage learners to share their knowledge and ideas with each other.

To further enhance the learning experience of learners, she uses various technological aids, such as Google platforms, PheT simulations, Ed Puzzle and QR codes. Because of her practical nature, Ms Van Eck performs demonstrations in class to help learners to conceptualise difficult sections of the content they are trying to master. She encourages her learners to be partners in the learning process and through her learner support program which includes additional lessons and co-curricular activities, she has established a laboratory assistants' team where learners are trained to manage stock and prepare and perform practical demonstrations. In partnership with the University of Stellenbosch, learners are also exposed to current developments such as hydroponics and aquaponics. She also established partnerships with the Universities of the Western Cape and Missouri.

Ms Van Eck fosters strong working relationships between her colleagues and the community. She creates a sense of social responsibility by sharing resources via team drives with the Southern Suburb Science Circle and tutoring in the social responsibility programme run by Ernst and Young. This programme focuses on addressing social injustice through the development and mentoring of young girls from previously disadvantaged communities in the area of Science, Mathematics and Accounting.

Not only did Ms Van Eck help to organise and host the PHA Science Week initiative and Women in Science which focused on bringing schools from all over the Metro East District and the greater Western Cape together, she also plans to take the annual Science Expo at PHA to learners in less privileged areas.

It is therefore without reservation that Ms Van Eck is nominated as a worthy recipient of this award.

## **Excellence in Teaching Mathematics (GET)**

Nominee: **Ms Faldila Gassiep**

School: **Fairview Primary School**

Cluster: **Metropole Central and Metropole South**

District: **Metro South Education District**

### **Motivation**

Ms Faldila Gassiep, the current Intermediate and Senior Phase (InterSen) Departmental Head at Fairview Primary School, teaching Grade 6, is a seasoned teacher with 28 years of teaching experience. She is a very vibrant teacher as evidenced in her style of teaching. Her Mathematics classes are always lively and buzzing with activities. She uses various teaching styles and caters for learners who find Mathematics challenging by offering her time to assist children in the community at no cost. Ms Gassiep uses technology to enhance teaching and learning in Mathematics and makes use of concrete apparatuses to help children represent their thinking about mathematical concepts. She goes beyond the norm and thinks outside the box.

As advocate for Green shoots and Online Mathematics, she has been in the forefront of eLearning Mathematics, eTeaching and of creating and implementing assessments for Mathematics online. She encourages learners to use information and communication technology (ICT) as a learning tool to do research, play educational games and watch educational videos to help them understand subject matter. She believes in developing her learners holistically to become responsible citizens, but with strong community development links to empower the communities that they serve.

As strong believer in seeking knowledge from the cradle to the grave, Ms Gassiep grabs hold of any opportunity to improve her skills by attending courses and workshops. She furthered her studies after her initial teaching qualification by completing an Advanced Certificate in Education (ACE) in Mathematics in 2007 at the University of Cape Town. She then completed the Information Communication and Technology (ICT) Integration short course at the University of Pretoria in 2018 and also attended Life Skills, Sexuality and HIV/AIDS Education, and Grief and Bereavement workshops.

Her collaborative networking with teachers in her grade and phase from other schools to improve their LITNUM results by sharing best practices helped to improve her school's systemic results for Mathematics pass rate from 40% to 77% in 2018. Her creativity stimulates young minds to engage actively, willingly and enthusiastically in her subject, because her approach to teaching Mathematics is to identify with and relate to her learners' circumstances, background and experiences.

Ms Gassiep shows an undeniable commitment to making a difference in her learners' lives. Her vision is to see that the success of the challenging work she does with her learners is not limited to her classroom and the school only, but beyond the school, and she is therefore nominated as a recipient of the Excellence in Teaching Mathematics (GET) Award.

## **Excellence in Technology-Enhanced Teaching and Learning Award**

Nominee: **Mrs Riefqah Sasman**

School: **Heideveld Secondary School**

Cluster: **Metropole Central and Metropole South**

District: **Metropole Central Education District**

### **Motivation**

Mrs Riefqah Sasman is a passionate, vibrant, energetic and highly dedicated English First Additional Language teacher at Heideveld Secondary School. She is fully committed to the use of information communication and technology (ICT) to enhance the learning experience of her learners and continuously seek to add variety to traditional teaching and assessment methodologies. She manages the ICT team at her school and conducts workshops to empower the teachers on how to integrate technology in the classroom.

She is responsible for the development of online material, including the uploading of material to the learner management system, learner devices and other future new technology. She develops presentations, multimedia animations, podcasts, tutorials and graphics to support learning and organises development activities incorporating best practices in visual and multimedia design. She makes use of design, development and ongoing support of online learning portals as virtual learning resources.

Her lessons are based on the constructionism theory where learners are required to build new knowledge on existing knowledge on their own, focusing on 21st century skills. She focuses on creativity and critical thinking as the two most important skills to enhance the learning experience.

She trains the teaching staffs of various districts at the Cape Teaching and Leadership Institute after school and on weekends to increase their familiarity with technology tools. Mrs Sasman has facilitated many ICT workshops to share her knowledge and has done presentations at two conferences on behalf of her school and Microsoft. She is also cyber ambassador (online safety) for the Western Cape Education Department and has successfully completed the introductory Information Communication and Technology (ICT) Integration short course at the University of Pretoria in 2018. Mrs Sasman is currently a Western Cape Education Department (WCED) bursary holder pursuing her BEd Honours in Computer-Integrated Education.

She has developed an English First Additional Language (FAL) website where learners can download information about the subject. A QR code that she designed, gives learners access to the school's website. Her lesson designs include feedback that is insightful, regular, timeous, consistent and available to all stakeholders. She includes backward design and Bloom's Taxonomy in the development of online learning and uses the Google classroom platform where she creates and uses rubrics as part of assessment.

Statistics show that over 750 learners and 300 teachers have benefited from her facilitation in ICT in the past three years. Part of the collaborative tools that she is using include Google docs, Padlet and the LMS system. The use of technology to teach short stories has been highlighted as one area where she applies technology in teaching extremely effectively.

Her teaching is regarded as very innovative because she creates an environment that interests learners, gives them choices, promotes autonomy and learner self-esteem, allows for a learner-centred pedagogy and appeals to the visual and auditory senses of learners.

Mrs Sasman is an inspirational role model and mentor to learners, teachers and parents. She leads by example, models life-long learning and prepares learners for the Fourth Industrial Revolution by teaching them ICT skills. She embeds social and emotional learning as well as character education in her teaching. One of her major development projects involves the building of computers from recycled parts that she and her learners collect. The successful use of LAN parties to get learners off the streets and constructively engaged is her contribution to social cohesion and keeping learners from gangsterism. She also initiated a sleeping bag initiative as yet another project in community upliftment.

Mrs Sasman regards herself as a committed teacher, is a true technology-in-education champion and is therefore nominated as a worthy recipient of the Excellence in Technology-Enhanced Teaching and Learning Award.

## **Excellence in Primary School Leadership**

Nominee: **Ms Landeka Diamond**  
School: **Westlake Primary School, Westlake**  
Cluster: **Metropole Central and Metropole South**  
District: **Metropole South Education District**

### **Motivation:**

Ms Landeka Diamond is the founder principal of West Lake Primary School in 2011 and subscribes to a situational leadership philosophy.

In her career thus far she spent nine years of planting the seed of education in the impoverished community of Westlake. She is leading a diverse and multicultural school consisting of learners with 13 different home languages from all over Africa.

Her school community consists of homes plagued by high unemployment, poverty, gangsterism, alcohol and substance abuse. Not only do these social issues impact directly on her learners' lives, but they also influence teachers' efforts to improve teaching and learning at the school. Ms Diamond, however, has high expectations of her school and strongly believes that poverty and current social circumstances will never determine the intelligence of the learner. She also believes that these learners can rise above their current situation and circumstances with the necessary encouragement and support that they receive from the school.

She is very passionate about her values-driven school environment as well as her values-based leadership and management approach to education. Ms Diamond exercises a consultative and egalitarian approach in the belief that active and equitable participation of all role players in decision-making processes will lead to improved results and dynamic team spirit. She engages in diligent strategic planning that includes teachers, non-teaching staff and parents to bring about positive change at school and the creation of a healthy and safe working environment to support teaching and learning on a day-to-day basis.

Ms Diamond has a Master's Degree in Education Administration, Planning and Social Policy and develops education managers in her capacity as deputy chairperson of the Education Management Association of South Africa. She is currently also involved in other organisations, such as Spirit of Africa, the American Embassy and the British Council, to assist with the hosting of international audiences from all over the world so that there can be engagement on matters of educational interest, whilst providing insight on the South African education system.

Ms Diamond leads by example and is an innovative and future-focused leader and manager who is a worthy nominee for this coveted award.

## **Excellence in Secondary School Leadership**

Nominee: **Ms Wendy Horn**  
School: **Protea Heights Academy**  
Cluster: **Metropole North and Metropole East**  
District: **Metropole East Education District**

### **Motivation:**

Ms Wendy Horn started her teaching journey in 1992 at Parktown High School for Girls. In June 1994, she progressed to and accepted a post at The Settlers High School where she was the Departmental Head for Mathematics, Physical Science and Technology for Grades 8 to 12. She was later promoted to Deputy Principal at the same school. She established herself as an educator of note who displayed and continues to display tenacity and rigor in the teaching of Science and Technology.

In October 2014, Ms Horn was appointed as the founding principal of Protea Heights Academy, responsible for establishing a newly built school and ensuring readiness to start teaching and learning to learners as from the first day of school in January 2015. This entailed putting all measures in place for the management and governance of the school.

The school's shared vision is to provide globally superior education, focusing on Mathematics and Science supported by advanced technology, in pursuance of well-balanced learners who will make a positive impact on the community. The school envisions catering for learners who have an interest in coding, programming, information technology, engineering and commerce. Ms Horn actively promotes the use of information and communication technology (ICT) and eLearning. Learners are supported emotionally, physically and mentally, and the skills required in preparation of the Fourth Industrial Revolution are developed. To this end, all aspects of teaching and learning, strategic planning and administration of the school are supported.

Ms Horn maintains high standards of performance at the school and ensures that the academic outcomes for the year are met so that learners are prepared for success in tertiary education. This goal is achieved through structured monitoring and moderation. Comprehensive and up-to-date records of a high standard are kept.

Staff training, mentoring, support and guidance are conducted in such a manner that teachers are encouraged to do more. Teachers experience a wealth of training to support their teaching and growth. Ms Horn inspires colleagues and engenders trust.

A wide variety of extramural and co-curricular activities are offered at the school, thus catering for the diverse interests of the learners and ensuring the education of the whole child.

Ms Horn is a leader par excellence who has achieved top awards such as Top 50 Global Teacher Award Finalist and the 2013 National Teaching Awards winner for Excellence in Physical Science Teaching. She is also a member of the Varkey Teacher Ambassador Programme and is nominated as a worthy recipient of this coveted award.

## **Lifetime Achievement Award**

Nominee: **Ms Edna Loxton**

School: **Hillcrest Secondary School**

Cluster: **Eden and Central Karoo**

District: **Eden and Central Karoo Education District**

### **Motivation**

Ms Edna Loxton started her teaching career in 1984 and is in her 36th year of teaching. She has dedicated her life to improving the lives of the marginalised and disadvantaged learners of her community.

As a teacher, one of her primary aims from the start of her career was to build the self-esteem of learners and to take them beyond their socio-economic environment which is having such devastating effects on the children of our country. Part of this drive includes regular home visits to learners and parents to emphasise, encourage and counsel.

Through participation in various organisations, Ms Loxton has actively and successfully dealt with the impact of social challenges on the learners of the school and especially the broader community where the school is located.

Her activism and relentless drive to tackle the social challenges of teenage pregnancies, discrimination, diversity and inclusivity have resulted in a change in attitude by the community of Hillcrest, with the school as its core of action. She was responsible for drawing up the teenage pregnancy policy of the school.

She has been on the governing body of her school for more than 25 years. This has provided her with extensive knowledge and experience of school governance and led to her becoming an expert in the field. Consequently, she became a trainer and coach to schools in the Mossel Bay area. The district office has also made use of her expertise to provide training in this regard.

With diligence and passion, Ms Loxton has consistently continued with the teaching of the values and norms of good citizenship and worked hard to ensure that it is instilled in learners to make them aware of their role in society and to encourage them to become active and well-balanced citizens. Learners have been taught to expect only the best of themselves despite the many negative socio-economic challenges that they face daily.

Ms Loxton has also been the coordinator for sports, cultural awards, spelling bees and job shadowing at her school, as well as trauma counsellor and peace builder, values in education champion and cultural activist.

While she has been a very successful Mathematics and Physical Sciences teacher, she also has a love of languages and encourages her learners not to view English as a foreign language, but as a powerful tool for self-reliance, asserting themselves and building self-esteem.

Ms Loxton is an innovative lifelong learner and has applied a variety of teaching and assessment strategies learned over the years to meet the individual needs of every learner in her class and the school as an educational institution. The results in her teaching subjects speak volumes for her dedication to quality teaching and learning. She was also responsible for introducing Xhosa as Home Language at the school, thereby ensuring further cultural diversity and inclusivity.

She is leaving a large footprint at her school. She is well loved and respected, and learners from all walks of life pay tribute to the impact she made on their lives: educationists, doctors, engineers and the ordinary man in the street.

This educator has made a lasting impact on her colleagues, the learners and the community by being a role model and a mentor. She is someone who gives life to the words of Paulo Frere: "Education does not change the world. Education changes people. People change the world."

Ms Loxton is a principled leader who is worthy of being nominated to receive this coveted Lifetime Achievement Award.