



NOMINATION CRITERIA FOR EXCELLENCE IN TEACHING LIFE SKILLS (GR 1-6)

1. BACKGROUND

The National Development Plan (NDP) indicates, “*Teachers should be recognised for their efforts and professionalism. Teaching should be a highly valued profession*” (p.303).

The Teacher Appreciation and Support Programme (TASP) in the Basic Education Sector was introduced to deliver on this indicator as it sends a message that teachers are an important component in the Sector and that there are programmes meant to support and appreciate the important role that they play.

Most importantly, **Life Skills** is central to the **holistic development** of the learner. It is the study of the Self in relation to others and to society and addresses Skills, Knowledge and values about self, the environment, responsible citizenship, a healthy and productive life, social engagement, recreation and physical activity careers and career choice. It enables learners to acquire 21st Century Skills (Skills for the future).

The teaching of LS in schools prepares and empower learners to become responsible citizens. It encompasses a range of strategic field of life for example:

- (i) Health Promotion.
- (ii) Care and Support.
- (iii) Social Cohesion.
- (iv) Environmental, political, socio-economic well-being.
- (v) World of work.

The core mandate of the subject requires a dedicated, committed, enabler, a versatile strategist that will facilitate learning in a profound manner. Life Skills teachers are generally working beyond the clarion call of their expected duty on a daily basis. The magnitude and the impact which they instill in the school and community as part of the teaching of this subject is immerse and should therefore be acknowledged and appreciated. It is for this reason that there has been a call for Excellence in Teaching Life Skills (Gr 1-6) to be included in the National Teaching Awards.

2. NOMINATION AND ADJUDICATION

- (i) The Award will begin with nominations at school level which must be ratified by the principle. PEDs are organised differently with some nominations moved through cluster and district and then to PED level.
- (ii) Nominees are adjudicated at cluster and or district level and thereafter provincial level and winners for each category are adjudicated at a national level where the winners are finalised.
- (iii) PEDs should ensure that all districts are represented and statistics collected with regard to the number of nominations per district.
- (iv) The two pillars which will be used during the NTA process is the Nomination Guide (Addendum for Excellence in Teaching Life Skills (Grades 1-6) and the Adjudication Manual.
- (v) In addition, PEDs and DBE will conduct verification visits of a sample of the winners prior to the awarding at the provincial ceremonies (for provincial winners) and national ceremony (for the national winners)
- (vi) The winners in each of the nine provinces will be adjudicated during the national adjudication.
- (vii) The first second and third prize winners will be awarded at a ceremony in October 2024.

3. CRITERIA FOR SELECTING TEACHERS

How the teacher deals with the impact and effects of the following social challenges:

- (i) Issues of redress and access, race relations, diversity and inclusivity, including poor facilities and inadequate resources.
- (ii) Sexuality education, including teenage pregnancy, HIV and AIDS.
- (iii) Substance abuse, crime, bullying, gangsterism and gender issues.
- (iv) The environment.
- (v) Addressing the issues around the negative impact of poverty on learning

How the teacher:

- (i) Motivates and inspires learners and colleagues.
- (ii) Is involved in programmes that unify the school community.
- (iii) Engages in continuing professional development activities, which have a positive impact on classroom activities.
- (iv) Succeeds in using extra-curricular activities for the holistic development of learners.
- (v) Understands, interprets and applies current policies and how these policies impact on their teaching practice.

A. General Criteria, Questions and Scores

☐ All teachers regardless of category should respond to general criteria.

Criteria	Questions based on general criteria	Max score
1. Contribution to the ethos and morale of the school		
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 Application of mitigation strategies and methodologies applied regarding how the teacher will prepare for any epidemic or natural disaster/ outbreak that may affect the country and teaching and learning.	1.2 How did you/ or will you respond or apply mitigation strategies/ new methodologies as a way of responding to or preparing for any epidemic or natural disaster that may arise in future?	4
2. Future focused education		
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 value-based education that equips them for a world where they will potentially live, work and socialise with people from many different nationalities, cultures and religions.	2.2 Explain how you help learners to become global citizens through providing them with a value-based education that equips them for a world where they will potentially live, work and socialise with people from many different nationalities, cultures and religions?	4
3. Contribution to co- and extra-curricular activities in the school community		
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

4. Social justice issues:		
<p>How the teacher deals with the impact and effects of the following social justice issues:</p> <p>4.1 Race relations and/or social cohesion.</p> <p>4.2 Diversity/ inclusivity.</p> <p>4.3 Poor facilities and inadequate resources.</p> <p>4.4 Teenage pregnancy and/or, HIV and Aids and/or other diseases.</p> <p>4.5 Substance abuse, and/or bullying and/or gangsterism.</p> <p><i>NB: Choose any two (2) of the above and elaborate</i></p>	<p>How do you teach in a way that ensures that you address the impact and effects of the following social justice issues?</p> <p>4.1 Race relations and/or social cohesion.</p> <p>4.2 Diversity and/or inclusivity.</p> <p>4.3 Poor facilities and inadequate resources.</p> <p>4.4 Teenage pregnancy and/or, HIV and Aids and/or other diseases.</p> <p>4.5 Substance abuse, and/or bullying and/or gangsterism.</p> <p><i>NB: Choose any two (2) of the above and elaborate</i></p>	8
5. Professionalism in teaching		
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?	4
5.2 Demonstrating multi-valence (<i>in education</i>) in facilitating acquisition of knowledge and skills, as well as values for peace- building and responsible citizenship.	5.2 Explain how you demonstrate multi-valence in facilitating acquisition of knowledge and skills, as well as values for peace-building and responsible citizenship?	4
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. (c) Encourage mutual learning.	4
SUB TOTAL		40

B. Specific Adjudication Criteria: Excellence in Teaching Life Skills (Gr 1-6)

Criteria	Questions	Max score
1. Subject competence and learner focus by means of:		
<p>1.1 Holistic development of learners' Appreciation and understanding of Life Skills to internalize the skills being taught.</p>	<p>1.1 What model have you developed to: a) Explain Life Skills topics to enhance the understanding of the content that accommodates diverse learning styles and abilities to enhance understanding and retention? b. Demonstrate how you have guided learners to achieve their full physical, intellectual, personal, emotional, social and creative potential.</p>	5
<p>1.2 Utilizing innovative learning resources, including technology, in relevant settings to enhance the development of life skills both within and beyond the classroom environment.</p>	<p>1.2. Elaborate on how you optimally use available resources to: a. Enhance teaching and learning in your Life Skills lessons? b. Promote Life Skills teaching inside and beyond the classroom. c. Collaborate with other professionals, such as social workers, school psychologists, and various stakeholders' community members. d. Enhance ICT integration in your Life Skills Lessons?</p>	5
<p>1.3 Support environmental wellness which includes having good health by occupying pleasant, stimulating environments that support well-being.</p>	<p>1.3 Elaborate on how you: (a) Promote our interaction/relationship with the planet and nature (b) Create an enjoyable personal environment (both in and out of the classroom) (c) Ensure learners take care of their personal surroundings (in terms of cleanliness, and being organised, to ensure they experience a greater sense of comfort and less anxiety.</p>	5

<p>1.4 Equip learners with holistic Life 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.</p>	<p>3.3 How do you equip learners with holistic Life skills that will:</p> <p>a. Nurture their creativity, encourage self-expression, appreciation for cultural and artistic heritage and exercise their constitutional rights and become innovative individuals to empower them to fulfil their potential and have a positive impact on their own lives, as well as on their communities and the world at large.</p>	<p>5</p>
<p>SUB TOTAL</p>		<p>20</p>
<p>2. Creatively engage learners with the curriculum to equip them with life skills that will enable them to deal with social challenges:</p>		
<p>2.1 Use different techniques to build learners' self-esteem, and cooperative learning so that learners are motivated, self-disciplined and independent.</p>	<p>2.1 In your teaching, how do you build learners' self-esteem and cooperative learning so that learners are motivated, self-disciplined and independent?</p>	<p>5</p>
<p>2.2 Awareness on common diseases, substance abuse, and factors leading to common diseases. Usage of different techniques to build learners' know-how to deal with challenging situations such as depression, grief, loss, trauma, crisis etc.</p>	<p>2.2 In your teaching, how do you do the following:</p> <p>a. Create an awareness amongst learners on common diseases, the dangers of substance abuse etc.?</p> <p>b. Which teaching strategies do you use to navigate through the sensitive content of building skills amongst learners to deal with challenging situations?</p>	<p>5</p>
<p>2.3 Engaging learners as full partners in the learning process assuming responsibility for their own future choices and make informed decisions about their health and environment.</p>	<p>2.3 In your teaching approach, how do you:</p> <p>a. Effectively involve learners as active participants in the educational journey, encouraging them to take ownership of their choices and become advocates for their health and environment?</p> <p>b. Provide learners with exposure to experiences and basic skills in dance, drama, music, and visual arts including arts literacy and appreciation.</p>	<p>5</p>

SUB TOTAL		15
3. Creatively engage learners on sexuality education to equip them with life skills that will enable them to make meaningful decisions:		
3.1 Teaching and learning of Comprehensive Sexuality Education (CSE) as a curriculum-based process about the cognitive, emotional, physical and social aspects of sexuality.	3.1 The introduction of CSE has been met with resistance in several quarters, what is your view on its introduction and will it achieve its intended outcome?	5
3.2 Equip learners with knowledge, skills, attitudes and values that will enable them to realize their good health, well-being and dignity.	3.2 How do you use the scripted lesson plans on comprehensive sexuality education in your teaching to nurture learners to develop respectful social and sexual relationships?	5
3.3 Actively involving learners to capacitate them to make informed decision about their health and safety in relation to unhealthy sexual behaviours	3.3 In your teaching, how do you create an awareness amongst learners about results of unhealthy sexual behaviours such as HIV and AIDS and especially “Teenage pregnancy” which is on the rise and the role they can play to promote for their own health and safety?	5
SUB TOTAL		15
4. Creatively engage learners to develop their physical, intellectual, personal, and emotional well-being and knowledge of movement:		
4.1 Physical education and its importance.	4.1.1 As a Life Skills teacher, can you inform us of activities that you engage in that reflect your knowledge and skills of Physical education as a study area, and the impact this has in your teaching; and 4.1.2 What are the benefits that learners can derive from active participation in Physical Education?	5

4.2 Engage learners with physical fitness activities and programmes that promote their wellbeing.	4.2 Elaborate on how you optimally use: available resources and your teaching strategies to: a. Engage learners to participate in an outdoor recreational activity; b. Engage in long-term engagement in traditional and/or non-traditional sport or playground and/ or community and/or indigenous games or relaxation and recreational activities; and c. Ensure safety during a physical fitness activities.	5
SUB TOTAL		10
TOTAL		60