



NOMINATION GUIDE FOR THE 24TH ANNUAL NATIONAL TEACHING AWARDS (NTA)



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1. Definition of terms

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

| Term | Definition |
|---|---|
| Adjudicators | Refers to specialists in related areas of whom form part of adjudication panels responsible for assessing and selecting the best projects at provincial and national level. |
| Citizenship | Refers to citizenship acquired in terms of South African Citizenship Act 88 of 1995 by birth and decent and EXCLUDES citizenship acquired through naturalisation. |
| Code of conduct | Code of conduct is a set of rules outlining the social norms and religious rules and responsibilities of, or proper practices for, an individual, party or organisation. Related concepts include ethics, honour, moral codes and religious laws. |
| Context | This refers to learners' needs, interests and background (social, economic, political, and cultural, etc.) |
| Continuing Professional Teacher Development (CPTD) | This is a process that enables teachers to be able to continually enhance their professional competence, performance and practice by familiarising themselves with knowledge/programmes about the pedagogy and applying best practice for learners to achieve their full potential. |
| CPTD Management System | Is a platform that teachers can access with the view to improve their content knowledge and skills to deliver teaching and learning of a higher standard. |
| Diversity | Differences in people, taking into account the following aspects: culture, language, geographical background, and ability, and age, economic and social background in your school setting. Diversification in teaching methods, strategies and assessment through accommodating all learners. |
| Endorsement | Decision by SACE Endorsement Sub-committee that a professional development activity satisfies SACE's criteria of fitness of purpose. |
| EWP 6 | Education White Paper 6 in Inclusive Education. |
| Excellence | To maintain high standards of performance, professionalism and aim to be the best in everything including being fair, ethical and trustworthy. |
| Fourth Industrial Revolution | The Fourth Industrial Revolution (4IR) is the fourth major industrial era since the initial Industrial Revolution of the 18 th century. It is about more than just technology-driven change; it is an opportunity |



| Term | Definition |
|--|--|
| | 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. |
| Governance Structure | Refers to School/ECD centres Governing Body. |
| Grade R Category | A category where teachers who teach Grade-R learners which is a year of schooling prior to Grade 1 can participate. Teachers must be from public schools or centres that are registered with the Department of Basic Education. |
| ICT | Information and Communication Technology |
| Inclusivity | According to Education White Paper 6 (SA, 2001) inclusion is about accommodating the needs of all learners, irrespective of disability, 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. |
| Multi-valency | The quality or state of having many values, meanings, or appeals. |
| PEDs | Provincial Departments of Education |
| Primary School: | From Grade R to 7 |
| Professional Teacher Development | This refers to a lifelong learning of teachers intended to develop their professional knowledge, competence, skill and effectiveness. |
| Professional Development Points (PDP) | These are the points accumulated by professional educators and teachers for Professional Development over a three (3) year period in order to comply with the professional development guidelines as set out by the South African Council for Educators (SACE). |
| School Community: | This includes parents, caregivers, teachers, learners, the business sector, local community and organisations, teacher unions, and SGB. |
| Secondary School: | From Grade 8 to 12. |
| SIAS Policy | Policy on Screening, Identification, Assessment and Support (2014). This refers to the policy on Screening, Identification, Assessment and Support, which is aimed at ensuring that all 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. |



| Term | Definition |
|---|--|
| SNA Forms | Support Needs Assessment Forms of the SIAS Policy |
| Social Cohesion Issues | Among other things, this refers to the following: <ul style="list-style-type: none">• Demographic representation;• Gender;• Race relations; and• Constitutional precepts such as redress, access, and the importance of teaching in achieving social goals. |
| Social goals | This refers to matters such as human rights, inclusivity, and environmental and social justice (as described in the Curriculum and Assessment Policy Statement (CAPS)). |
| South African Council for Educators (SACE) | A key stakeholder of the Department of Basic education and has a mandate to manage and implement the CPTD Management System on behalf of the department. |
| Team Work | To collaborate as colleagues, working as a team to achieve shared organisational goals. A team should be a group of colleagues in a particular grade, phase, subject or the school/centre management team. A maximum of 5 (five) teachers form a team. |
| Technology-Enhanced Classroom Teaching | To integrate technology in day-to-day classroom teaching activities by teachers in public schools, mainstream and full service schools. |
| Vetting | Vetting is the process of thoroughly investigating an individual or other entity before making a decision to go forward with a joint project. A background review is an example of a vetting process for a potential employee. Once the vetting process is concluded, a well-informed hiring decision can be made. |



2. Introduction

The Department of Basic Education (DBE) wishes to salute all schools and teachers who have entered the National Teaching Awards (NTAs). The NTAs Scheme was conceptualised and launched in 2000 and now enters its twenty-fourth (24th) 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 24th edition of the NTAs.

The NTAs programme is one of the ways in which the DBE acknowledges the extraordinary efforts made by excellent teachers, often done in very difficult conditions. Such teachers provide for better futures for learners, because the 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 worldwide 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:

- 2.1 The African Union (AU) Teachers' Award.
- 2.2 The Global Teacher Prize (GTP).
- 2.3 The Commonwealth Education Awards.

3. The objectives of the Ministry of Basic Education through the NTAs

The objectives of the Ministry of Basic Education through the NTAs are to:

- 3.1 Focus public attention on the positive aspects of Basic Education, thereby raising the public image of the teaching profession.
- 3.2 Recognise and promote excellence in teaching performance.
- 3.3 Honour dedicated creative and effective teachers and schools.
- 3.4 Encourage best practice in schools.
- 3.5 Improve the well-being of learners; highlight the initiatives that remove barriers and build resilience especially for the disadvantaged groups (Commonwealth Education Awards).
- 3.6 Create an environment that will encourage and sustain investments in education and learning (Commonwealth Education Awards).



- 3.7 Work towards achievement of Sustainable Development Goal (SDG 4) (Commonwealth Education Awards).
- 3.8 Help learners to achieve their long-term career goals by organising engagement with relevant agencies and information; (African Union Teacher Prize).
- 3.9 Provide the South African teachers with an opportunity to compete with the best teachers in Africa and globally through the African Union Teacher Prize, the Commonwealth Education Awards, and the Global Teacher Prize (GTP).
- 3.10 Afford South Africans, the opportunity to publicly appreciate all outstanding teams or individual teachers in schools.

4. Criteria

The criteria that follow include the criteria from the African Union (AU) Teacher Prize, the Commonwealth Education Awards and the Global Teacher Prize.

- 4.1 Evidence of teacher recognition from government, national teacher organisations, head teachers, colleagues, members of the wider community or pupils (the Global Teacher Prize).
- 4.2 Key performance metrics and results, both in terms of measurable impact over time and in terms of effect – meeting expectations; (the Commonwealth Education Awards).
- 4.3 Evidence of core achievements over the last one or two years, and what is the potential for replicability and scalability? (the Commonwealth Education Awards);
- 4.4 Explanations with examples, on teachers' community participation and contribution, including parents and learners' contributions (the Commonwealth Education Awards); and
- 4.5 Evidence of the work done is imperative and teachers are required to demonstrate both national and global competency skills, which will promote sustainable economic growth, higher levels of productivity, technological innovation, and job creation.

5. Structure of the Nomination Guide

The Nomination Guide is divided into the following:



- 5.1 The fourteen categories.
- 5.2 Awards for the NTAs.
- 5.3 Rules Pertaining to the 2024 NTAs.
- 5.4 2024 NTAs - Nomination Form (Form 1).
- 5.5 2024 NTAs - Team/Self Portrait Form (Form 2).
- 5.6 2024 NTAs - School Motivation Form (Form 3).
- 5.7 Vetting/screening of teachers participating in the NTAs
- 5.8 Disqualification rules
- 5.9 The Dispute Resolution Mechanism
- 5.10 General matters
- 5.11 NTAs checklist

6. Categories of the NTAs

6.1 Excellence categories

There are fourteen categories for this edition, 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:

- a. Excellence in Grade R Teaching
- b. Excellence in Primary School Teaching
- c. Excellence in Primary School Leadership
- d. Excellence in Secondary School Teaching
- e. Excellence in Secondary School Leadership
- f. Excellence in Special Needs Teaching
- g. Excellence in Special Needs Leadership
- h. Excellence in Teaching Mathematics (GET)
- i. Excellence in Teaching Mathematics (FET)
- j. Excellence in Teaching Natural Sciences
- k. Excellence in Teaching Physical Sciences
- l. Excellence in Technology – Enhanced, Teaching and Learning
- m. Kader Asmal Lifetime Achievement Award
- n. National Best Teacher Award



6.2 Each category is divided into **general** and **specific** criteria.

- a. The general criteria and guiding questions are the **same** for all the categories (except for the national Best Teacher Award) and teachers are expected to respond to these during the formal adjudication process.
- b. Each category, except the National Best Teacher is divided into the General criteria and Specific criteria.
- 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.

7. 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 | 2.1 Explain how you integrate the Fourth Industrial Revolution (4IR) skills and | 4 |



| | | |
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| and competences in teaching to prepare the learners for the future. | competences in your teaching to prepare the learners for the future? | |
| 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? NB. For Grade R-teachers, the focus must be on life skills. | 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: | | |
| How the teacher deals with the impact and effects of the following social justice issues: 4.1 Race relations and/or social cohesion. 4.2 Diversity/ inclusivity. 4.3 Poor facilities and inadequate resources. 4.4 Teenage pregnancy and/or, HIV and Aids and/or other diseases. 4.5 Substance abuse, and/or bullying and/or gangsterism. NB: Choose any two (2) of the above and elaborate | How do you teach in a way that ensures that you address the impact and effects of the following social justice issues? 4.1 Race relations and/or social cohesion. 4.2 Diversity and/or inclusivity. 4.3 Poor facilities and inadequate resources. 4.4 Teenage pregnancy and/or, HIV and Aids and/or other diseases. 4.5 Substance abuse, and/or bullying and/or gangsterism. NB: Choose any two (2) of the above and elaborate | 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 |

8. Excellence categories: Specific Criteria, Questions and Scores

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

8.1 Excellence in Grade-R Teaching

| Criteria | Questions | Max score |
|--|-----------|-----------|
| 1. Creatively engage learners with the curriculum to enhance their learning experience and competencies using: | | |



| | | |
|---|--|-----------|
| 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 st 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 st 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 |
| SUB TOTAL | | 20 |
| 2. Contribute to the personal development of learners by communicating effectively with them about their performance and progress by: | | |
| 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 their needs and development of their competencies, skills, attitudes and knowledge? | 5 |
| 2.3 Giving insightful, regular, consistent and timeous feedback, which is built into lesson designs | 2.3 Elaborate how you built into lesson designs feedback that is insightful, | 5 |



| | | |
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| and is available to all stakeholders. | regular, timeous, consistent and available to all stakeholders? | |
| 2.4 Providing opportunities for learners to link curricular activities with real life experiences (<i>educational tours, excursions, exhibitions, etc.</i>). Provide evidence of the link between the activities and CAPS). | What opportunities do you provide learners to link curricular activities and real life experiences (educational tours, excursions, exhibition etc.). Provide evidence of the link between the activities tour and CAPS? | 5 |
| SUB TOTAL | | 20 |
| 3. Adapting learning and teaching strategies to meet the needs of individual learners' effectively. | | |
| 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? | 4 |
| 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. | 4 |
| 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 how you encourage children's learning and inquiry. | 4 |
| 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. | 4 |
| 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. | 4 |
| SUB TOTAL | | 20 |
| TOTAL | | 60 |



8.2 Excellence in Primary School Teaching

| Criteria | Questions | Max score |
|---|--|-----------|
| 1. Creatively engage learners with the curriculum to enhance their learning experience and competencies using: | | |
| 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 st 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 st 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 |
| SUB TOTAL | | 20 |
| 2. Contribute to the personal development of learners by communicating effectively with them about their performance and progress by: | | |
| 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 their needs and 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 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? | 5 |
| SUB TOTAL | | 20 |
| 3. Adapting learning and teaching strategies to meet the needs of individual learners' effectively. | | |
| 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? | 5 |
| 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. | 5 |
| 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. | 5 |
| 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. | 5 |
| SUB TOTAL | | 20 |
| TOTAL | | 60 |



8.3 Excellence in Primary School Leadership

| Criteria | Questions | Max score |
|---|---|-----------|
| 1. Demonstrate positive and clear leadership in directing and guiding the school, centre or community by: | | |
| 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 |
| SUB TOTAL | | 20 |
| 2 Create and sustain a stimulating and supportive learning and teaching environment at the school or centre by: | | |
| 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 |
| 2.2 Keeping regular monitoring mechanisms in place to promote the implementation of strategic objectives and policies; and provide regular | 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 | 5 |



| | | |
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| feedback which is linked to the monitoring done. | monitoring conducted? | |
| 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. | 5 |
| 2.4. Remaining approachable, sharing information and providing support, while encouraging independent thinking and innovation. | 2.4 How do you ensure that you remain approachable, share information and provide support, while encouraging independent thinking and innovation? | 5 |
| SUB TOTAL | | 20 |
| 3 Create and foster links between the school, centre and real life situations for the benefit of the school, centre or community by: | | |
| 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. | 8 |
| 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. | 6 |
| 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? | 6 |
| SUB TOTAL | | 20 |
| TOTAL | | 60 |

8.4 Excellence in Secondary School Teaching



| Criteria | Questions | Max score |
|---|--|-----------|
| 1. Creatively engage learners with the curriculum to enhance their learning experience and competencies using: | | |
| 1.1 Knowledge, skills and competencies to identify learners' strengths and weaknesses in the classroom. | 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? | 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 st 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 (21st century skills), as indicated in the 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 progress, context of the learners, and teaching in diverse ways within the suggested timeframe to ensure you meet all the identified needs? | 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 (service learning) that will inspire models excellence for the teaching profession? | 5 |
| SUB TOTAL | | 20 |
| 2. Contribute to the personal development of learners by communicating effectively with them about their performance and progress by: | | |
| 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 |
| SUB TOTAL | | 20 |
| 3. Adapting learning and teaching strategies to meet the needs of individual learners' effectively | | |
| 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 |
| 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? | 5 |
| 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. | 5 |



| | |
|------------------|-----------|
| SUB TOTAL | 20 |
| TOTAL | 60 |

8.5 Excellence in Secondary School Leadership

| Criteria | Questions | Max score |
|---|---|------------------|
| 1. Demonstrate positive and clear leadership in directing and guiding the school, centre or community by: | | |
| 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 |
| SUB TOTAL | | 20 |



| | | |
|--|---|-----------|
| 2. Create and sustain a stimulating and supportive learning and teaching environment at the school or centre by: | | |
| 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 |
| 2.2. Keeping regular monitoring mechanisms in place to promote the implementation of strategic objectives, 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? | 5 |
| 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. | 5 |
| 2.4. Remaining approachable, sharing information and providing support, while encouraging independent thinking and innovation. | 2.4 How do you ensure that you remain approachable, share information and provide support, while encouraging independent thinking and innovation? | 5 |
| SUB TOTAL | | 20 |
| 3. Create and foster links between the school, centre and real life situations for the benefit of the school, centre or community by: | | |
| 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. | 8 |
| 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. | 6 |
| 3.3 Encouraging and motivating others (colleagues) to take leadership roles that have an impact on the community beyond the classroom, provide unique and distinguished models of | 3.3 How do you encourage and motivate others (colleagues) to take leadership roles that have an impact on the community beyond the classroom, provide unique and distinguished models of excellence for the teaching profession and others? | 6 |



| | | |
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| excellence for the teaching profession and others. | | |
| SUB TOTAL | | 20 |
| TOTAL | | 60 |





8.6 Excellence in Special Needs Teaching

| Criteria | Questions | Max score |
|---|--|-----------|
| 1. Creatively engage learners with the curriculum to enhance their learning experience by: | | |
| 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 | 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 | 5 |



| | | |
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| learning to enhance learners' access to the curriculum. | learners' access to the curriculum. | |
| SUB TOTAL | | 20 |
| 2. Communicate learners' progress effectively to both learners and their families, listen and respond constructively to their views by: | | |
| 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, 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, 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, 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 ¹ to learners, parents, guardians and other stakeholders; and also involve relevant agencies in the process? | 5 |
| SUB TOTAL | | 20 |
| 3. Adapt learning and teaching strategies to meet the needs of individual learners effectively by: | | |

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



| | | |
|--|--|-----------|
| 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 or with the help of therapists and psychologists to build learners' self-esteem? | 5 |
| 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? | 5 |
| 3.3 Organising space to enable all learners to be productively engaged in learning. | 3.3 How do you organise the space to enable all learners to be productively engaged in learning? | 5 |
| 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. | 3.4.1 How do you use appropriate language of teaching and learning to the benefit of learners? 3.4.2 How do you recognise the involvement of parents, guardians and other stakeholders; in the school/centre? | 5 |
| SUB TOTAL | | 20 |
| TOTAL | | 60 |

8.7 Excellence in Special Needs School Leadership

| Criteria | Questions | Max score |
|--|-----------|-----------|
| 1. Demonstrate positive and clear leadership in directing and guiding the school | | |



| | | |
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| centre or community by: | | |
| 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 Special Needs 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 |
| SUB TOTAL | | 20 |
| 2 Create and sustain a stimulating and supportive learning and teaching environment at the school or centre by: | | |
| 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 |
| 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? | 5 |
| 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. | 5 |



| | | |
|---|--|-----------|
| 2.4. Remaining approachable, sharing information and providing support, while encouraging independent thinking and innovation. | 2.4 How do you ensure that you remain approachable, share information and provide support, while encouraging independent thinking and innovation? | 5 |
| SUB TOTAL | | 20 |
| 3 Create and foster links between the school, centre and real life situations for the benefit of the school, centre or community by: | | |
| 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? | 8 |
| 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. | 6 |
| 3.2 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? | 6 |
| SUB TOTAL | | 20 |
| TOTAL | | 60 |

8.8 Excellence in Teaching Mathematics (GET)

| Criteria | Questions | Max score |
|---|--|-----------|
| 1. Excellence in teaching and supporting learning by the: | | |
| 1.1 Development of learners' appreciation and understanding of Mathematics. | 1.1 What model have you developed 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. | 5 |
| SUB TOTAL | | 20 |
| 2. Subject competence and learner focus by means of: | | |
| 2.1 The possession of specific knowledge and skills in Mathematics and engagement in activities that reflect knowledge in the field. | 2.1 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 has in your teaching? | 5 |
| 2.2 Participation in teacher professional development that demonstrates growth in Mathematics. | 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 |
| SUB TOTAL | | 20 |
| 3. Personal Attributes evident in: | | |
| 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 AND 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 contribution 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 assist 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 |
| 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 Maths class e.g. Clubs, Field Trips, Online Activities , and Tutoring etc.? | 5 |
| SUB TOTAL | | 20 |
| TOTAL | | 60 |

8.9 Excellence in Teaching Mathematics (FET)

| Criteria | Questions | Max score |
|----------|---|-----------|
| 1. | Excellence in teaching and supporting learning by the: | |



| | | |
|--|---|-----------|
| 1.1 Development of learners' appreciation and understanding of Mathematics. | 1.1 What model have you developed 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; and 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. | 5 |
| SUB TOTAL | | 20 |
| 2 Subject competence and learner focus by means of: | | |
| 2.1 The possession of specific knowledge and skills in Mathematics and engagement in activities that reflect knowledge in the field. | 2.1 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? | 5 |
| 2.2 Participation in teacher professional development that demonstrates growth in Mathematics. | 2.2 What role have you played in professional development activities that demonstrate your growth as a teacher? | 5 |



| | | |
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| 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 |
| SUB TOTAL | | 20 |
| 3 Personal Attributes evident in: | | |
| 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 AND 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 contribution 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 assist 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 |
| 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 Maths class e.g. Clubs, Field Trips, Online Activities , and Tutoring etc. | 5 |
| SUB TOTAL | | 20 |
| TOTAL | | 60 |

8.10 Excellence in Teaching Natural Sciences



| Criteria | Questions | Max score |
|--|--|-----------|
| 1. Excellence in teaching and supporting learning by the: | | |
| 1.1 Development of learners' appreciation and understanding of Natural Sciences. | 1.1 What model have you developed to explain any topic to enhance the understanding of the content of Natural Sciences? | 5 |
| 1.2 Creative use of learning materials including technology within appropriate contexts to promote Natural Sciences inside and outside the school. | 1.2 Elaborate on how you optimally use available resources to: a. Enhance learning in your lessons? b. Promote Natural Sciences teaching inside and outside the school? | 5 |
| 1.3 Enthusiasm for the subject evident in: a. The ability to motivate learners to learn Natural Sciences. b. The ability to encourage learners to pursue a career in Natural Sciences, including teaching. | 1.3 As a Natural Sciences teacher, what have you done to: a. Motivate learners to have interest in Natural Sciences? b. Encourage learners to pursue a career in Science including to become a Natural Sciences 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. | 5 |
| SUB TOTAL | | 20 |
| 2. Subject competence and learner focus by means of: | | |
| 2.1 The possession of specific knowledge and skills in Natural Sciences and engagement in activities that reflect knowledge in the field. | 2.1 As a Natural Sciences teacher, can you inform us of activities that you engage in that reflect your knowledge and skills of Natural Sciences and the impact this have in your teaching? | 5 |
| 2.2 Participation in teacher professional development that demonstrates growth in Natural Sciences. | 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 |
| SUB TOTAL | | 20 |
| 3. Personal Attributes evident in: | | |
| 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 AND 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 Natural Sciences 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. | 3.3 How do you equip learners with high level Natural Sciences skills that will assist 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 |
| 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 Natural Science class e.g. Clubs, Field Trips, Tutoring etc. | 5 |
| SUB TOTAL | | 20 |
| TOTAL | | 60 |

8.11 Excellence in Teaching Physical Sciences

| Criteria | Questions | Max score |
|----------|-----------|-----------|
|----------|-----------|-----------|



| 1. Excellence in teaching and supporting learning by the: | | |
|--|--|-----------|
| 1.1 Development of learners' appreciation and understanding of Physical Sciences. | 1.1 What model have you developed to explain any topic to enhance the understanding of the content of Physical Sciences? | 5 |
| 1.2 Creative use of learning materials including technology within appropriate contexts to promote Physical Sciences inside and outside the school. | 1.2 Elaborate on how you optimally use available resources to: a. Enhance learning in your Physical Sciences lessons? b. Promote Physical Sciences teaching inside and outside the school | 5 |
| 1.2 Enthusiasm for the subject evident in: a. The ability to motivate learners to learn Physical Sciences; b. The ability to encourage learners to pursue a career in Physical Sciences, including teaching. | 1.3 As a Physical Sciences 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 Sciences 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. | 5 |
| SUB TOTAL | | 20 |
| 2. Subject competence and learner focus by means of: | | |
| 2.1 The possession of specific knowledge and skills in Physical Sciences and engagement in activities that reflect knowledge in the field. | 2.1 As a Physical Sciences 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 Sciences. | 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 | 2.3. In your teaching, how do you engage learners as full partners in the learning process, with learners | 5 |



| | | |
|--|---|-----------|
| choices. | assuming responsibility for their own choices? | |
| 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 |
| SUB TOTAL | | 20 |
| 3. Personal Attributes evident in: | | |
| 3.1 Modelling life-long learning through ongoing 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 AND 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 Physical Sciences 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. | 3.3 How do you equip learners with high level Physical Sciences skills that will assist 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 |
| 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. | 5 |
| SUB TOTAL | | 20 |
| TOTAL | | 60 |

8.12 Excellence in Technology – Enhanced, Teaching and Learning

| Criteria | Questions | Max score |
|----------|-----------|-----------|
|----------|-----------|-----------|



| | | |
|--|--|-----------|
| 1. Teacher as a role model and a peer coach | | |
| 1.1 Role Model: (Teacher motivates, mentors and inspires learners and colleagues to use ICT appropriately). | 1.1 Outline four (4) ways in which you are a role model to colleagues and learners in the use of ICT. | 4 |
| 2. Teacher's use of ICT to enhance her/his role as a teacher: | | |
| 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 (using digital tools in formal and informal environment) and uses ICT both in and out of the learning environment? | 4 |
| 2.2 Teacher as Innovator and Change Agent: The innovative teaching practices and ICT in instrumental ways to change how learners learn. | 2.2 To what extent has the teacher (through digital teaching) significantly changed the learning process through the use of ICT? | 4 |
| 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. d. Understanding of the impact on learning of the effective use of ICTs. | 4 |
| 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? | 4 |
| | | 20 |
| 3. ICT application in the classroom or school | | |



| | | |
|---|--|------------------|
| <p>3.1 How many of the following uses of ICT were evidently applied in the classroom or school by the teacher with any of the following levels of ICT competence?</p> <p>a. Assessment tool. b. Management & Administrative tool. c. Resource tool. d. Communication and collaboration tool. e. Recording and Report tool. f. Research tool.</p> | <p>3.1 To what extent do the learning activities require learners to collaborate and interact with other people to achieve the desired goals?</p> <p>a. Assessment tool. b. Management & Administrative tool. c. Resource tool. d. Communication and collaboration tool. e. Recording and Report tool. f. Research tool.</p> | <p>12</p> |
| <p>3.2 Using the tools of communication in ICT to promote dialogue and collaboration.</p> | <p>3.2 To what extent is the teacher using the communications aspect of ICT to promote dialogue and collaboration?</p> | <p>4</p> |
| <p><u>SUB TOTAL</u></p> | | <p>16</p> |
| <p>4. General impact</p> | | |
| <p>4.1 Application of pedagogical insight by the teacher into how teaching technology can and should be used in the classroom.</p> | <p>4.1 As an ICT integration teacher, which model of planning tool have you used in designing learning activities for learners?</p> | <p>4</p> |
| <p><u>SUB TOTAL</u></p> | | <p>4</p> |
| <p>5 Impact on learners:</p> | | |
| <p>5.1. How many of the following attributes were evidently imparted to learners through the use of ICT in the classroom or school?</p> <ul style="list-style-type: none"> ● Knowledge recall data or information; ● Comprehension understanding the meaning; translation, interpolation, interpretation of instructions and problems; ● Application Using a concept in a new situation or unprompted use of an abstraction. Applies what was learned in the classroom into novel situations outside the classroom; | <p>5.1 To what extent is the teacher using ICTs to promote learner autonomy (learner independence and responsibility for their own work)?</p> | <p>5</p> |
| | <p>5.2 To what extent is the teacher using ICTs to raise the learners' self-esteem to become motivated and self-disciplined?</p> | <p>5</p> |
| | <p>5.3 To what extent is the teacher using ICTs to accommodate the different learning styles of learners?</p> | <p>5</p> |



| | | |
|---|---|------------------|
| <ul style="list-style-type: none"> ● Analysis Separating material or concepts into component parts so that its organisational structure may be understood, distinguish between facts and inferences; ● Synthesis Building a structure or pattern from diverse elements and put parts together to form a complete structure, with emphasis on creating a new meaning or structure; and ● Evaluation Making judgements about the value of ideas or materials. | <p>5.4 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?</p> | <p>5</p> |
| <p>SUB TOTAL</p> | | <p>20</p> |
| <p>TOTAL</p> | | <p>60</p> |

9. Special categories for the National Teaching Awards

- **Kader Asmal Lifetime Achievement Award**
- **National Best Teacher Award**

9.1 Kader Asmal Lifetime Achievement Award

Background

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 NTAs scheme during his term of office in the Ministry of Education in 2000. The inception of the 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. (Nominees are therefore, expected to familiarise themselves with these core values and embed/align them into their presentations.)

For 2024, the award will recognise a teacher still serving in a public school who in his/her



term of service has demonstrated the key values that were a hallmark of Prof Asmal 's leadership. These are the values that distinguish teachers as:

- a. A demanding **educational activist** who leads by example;
- b. An educator with a **conscience** and a feel for social justice;
- c. An educator who 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.

9.2 Kader Asmal Lifetime Achievement Award: Specific Criteria, Questions, And Scores

NB: For this category teachers are expected to answer the both the general criteria and the Specific criteria

| Criteria | Questions | Max score |
|--|--|-----------|
| 1. Fostering links between the school / centre community: | | |
| 1.1 Contributing to the social, cultural and economic development of the school, centre or community (as an educational activist); | 1.1 As a lifetime achiever, tell us how you have contributed to the social, cultural and economic development of the school/centre community? | 3 |
| 1.2 Actively seeking solutions (as an educational activist) 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? | 3 |
| 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? | 3 |
| 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 inspire , encourage and motivate others to | 3 |



| | | |
|---|--|-----------|
| | take up leadership roles within and beyond the school/centre? | |
| SUB TOTAL | | 12 |
| 2. Sustaining high level of achievement and commitment throughout a long teaching career: | | |
| 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? | 5 |
| 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? | 5 |
| 2.3 Teacher recognition and/or positive reputation from pupils, colleagues, head-teachers, community members, stakeholders, national teaching organisations, and governments. | 2.4 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. (How did you demonstrate creativity, tenacity and rigour.) | 5 |
| SUB TOTAL | | 15 |
| 3. Encouraging learners to expect the best from themselves in the face of negative social-economic conditions | | |
| 3.1 Promoting learners' self-esteem, encouraging active participation in school and community activities, and motivating learners to excel. | 3.1 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? | 3 |
| 3.2 Making efforts to retain learners from different backgrounds in the school or centre. | 3.2 Explain how over the years you have made efforts to retain learners from different backgrounds in the school or centre? | 3 |
| 3.3 Using knowledge, keeping up with recent developments, experience, and skills to identify | 3.3 With your knowledge and keeping up with recent developments, and experience, explain how you have | 3 |



| | | |
|--|---|-----------|
| learners' strengths and weaknesses, and providing appropriate interventions. | used knowledge and skills to identify learners' strengths and weaknesses and provided appropriate and sustainable interventions? | |
| SUB TOTAL | | 9 |
| 4. Earning the respect of learners and colleagues by: | | |
| 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. | 6 |
| 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? | 6 |
| SUB TOTAL | | 12 |
| 5. Demonstrating positive and clear leadership (not limited to school management teams) in directing and guiding the school/centre or community by: | | |
| 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)? | 3 |
| 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? | 3 |
| 5.3 Providing staff induction, mentoring and coaching to encourage teachers to do more than what is required, with eagerness; | 5.3 Share your experience on staff induction, mentoring and coaching to encourage teachers to do more than what is required, with eagerness? | 3 |
| 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? | 3 |
| SUB TOTAL | | 12 |
| TOTAL | | 60 |



9.3 National Best Teacher Award

The National Best Teacher Award is 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.

a. Criteria

This award will honour the best teacher's/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 focus 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.

b. Eligibility

- i. Teaching any grades in the South African public ordinary 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;
- ii. Only current practicing teachers can participate in this category and retired teachers are not eligible for entering these awards.
- iii. The award is open to teachers who, during their tenure provided solutions for complex classroom situations that can apply to other schools, regions, districts and nationally.
- iv. 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.
- v. 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.

- vi. 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;
- vii. 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);
- viii. Candidates 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
- ix. Teachers must showcase the 21st Century skills they possess and the application thereof in their preparation of learners as Global citizens.

9.4 Specific criteria questions for the National Best Teacher Award

NB: Teachers will be adjudicated on the Specific criteria only.

| No | Criteria questions | Marks |
|----|---|-------|
| | <i>Instructional practices:</i> | |
| 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? | 10 |
| 2. | 2.1 Elaborate on how you had infused innovative instructional practices that address the particular challenges of your school, community or country | 05 |
| | 2.2 Based on the evidence or your experiences, what would you suggest could be effective in addressing such challenges in a new way? | 05 |
| 3. | Explain how you have imparted knowledge and skills to the school | 05 |



| | | |
|----|--|----|
| | community that compliment classroom practices and support learners in and beyond the classroom environment? | |
| 4. | <p>South African 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>Question:</p> <p>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> | 10 |
| 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>Question:</p> <p>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>Question:</p> <p>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. | Engages in continuing professional development activities, which have a positive impact on classroom activities. | |



| | | |
|-----|--|----|
| | <p>Question:</p> <p>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? Add</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>Question:</p> <p>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. | <p>Teaches/leads in adverse circumstances to make a difference in the life of learners and ensure inclusivity, quality, equality, redress and functionality.</p> <p>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?</p> | 10 |
| 11. | <p>How do you ensure that the 21st century skills are implemented in your teaching through the following?</p> <p>11.1 Teaching the strategies to all learners;</p> <p>11.2 Innovation through technological applications</p> <p>11.3 Ability to foster learner relationships;</p> <p>11.4 Always apply forward thinking skills; and</p> <p>11.5 Be able to embrace changes and eruption of epidemics and pandemics.</p> | 10 |



| | |
|-------|-----|
| Marks | 100 |
|-------|-----|

10. Awards for the NTAs

Teachers are awarded at the following levels:

- **Circuits/District** finalists: Certificates of Excellence.
- **Regional/Cluster**: Certificates of Excellence.
- **Provincial** finalists: Certificates of Excellence & prizes.
- **National** finalists: Certificates of Excellence & prizes.

11. Rules pertaining to the NTAs

11.1 Eligibility;

The nominee or team must:

- Be a serving teacher or practitioner in public schools/ECD Centres registered with the Department of Basic Education.
- Be employed by Provincial Departments of Education (PEDs) or School Governing Bodies.
- Have been working for at *least two years* in any of the above schools in South Africa without a break of service, for leadership categories the teacher must have served in a leadership role in the School Management Team (SMT) for at least two years.
- The entrants for Kader Asmal Lifetime Achievement Award must have worked as a teacher in a public school for a minimum of thirty (30) years without a break in service.
- Finalists who have won either the Kader Asmal Excellence Award or the Lifetime Achievement Award in the last five years will not be eligible to enter for the Kader Asmal Lifetime Achievement Award.
- Hold a South African citizenship and if a team, be made up of members who hold South African citizenships through birth or decent.
- 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.

- h. Attach certified copies of 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.
- i. Teachers must be registered on the CPTD Point Management System and must have participated for professional development. The DBE will request a report from SACE to confirm that the teacher is registered and accumulated points on the CPTD Management System.
- j. Not eligible to enter the same category if s/he has won, at national level or provincial level, in the last five years. These candidates are not eligible to enter any other category for two years.
- k. School Principals and/or Deputy Principals **must** teach at their schools to be permitted to enter as nominees in both the teaching and leadership categories as per the Personnel Administrative Measures (PAM) section – Annexure A.7 on *Core duties and responsibilities for the job*. Line 3.4 refers: “*Teaching*: To engage in class teaching as per the workload of the relevant post level and the needs of the school, to be a class teacher if required and to assess and to record the attainment of learners taught”.
- l. Enter for Excellence in Special Needs Teaching category if they are teachers in public Special Schools.
- m. Enter for Excellence in Special Needs Leadership category if they are school principals or deputy principals in Special Needs Schools.
- n. Therapists and psychologists are included in the Special Needs categories provided that 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.

11.2 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.



11.3 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.

11.4 Proceeding to the next stage of the adjudication

- a. Candidates must meet all the nomination criteria;
- b. A candidate must have been adjudicated by a properly constituted panel of adjudicator; and
- c. A candidate must have been adjudicated against two other candidates at a lower level. (This is applicable from the school level to the provincial level).

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.



11.5 Who should sign the forms?

The designations of officials who should sign the forms are indicated in all the Nomination forms. Therefore,

- a. 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.
- b. 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.

11.6 Filling in of Nomination forms

- a. **Form 1** requires the nominee/s to fill in personal and school details.
- b. **Form 2:** When completing the team /self-portrait form, the teacher must follow the **criteria** as outlined in the relevant category.
- c. The words in the self-portrait form (**Form 2**) should not **exceed a maximum of five hundred (500) words.**
- d. **Form 3:** The words in the school motivation form (**Form 3**) should **not exceed a maximum of five hundred (500) words.**

12. Choosing a winner

12.1 Choosing the NTAs finalist by an adjudication panel

- a. The process of adjudicating will be the same at all levels. This means the requirement that all NTAs candidates must make presentations applies to all levels.
- b. All teachers/teams that enter the NTAs are allocated thirty-five (35) minutes for the interview and candidates entered in the Kader Asmal Lifetime Achievement category are allocated forty-five (45) minutes for the Interview.
- c. The teacher/team's presentation of the general and specific criteria.

12.2 The teacher's presentation:

All teachers that enter the NTAs, 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 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.
- d. Teachers are encouraged to present the specific criteria before the general criteria.
- e. It is the PEDs responsibility to notify the DBE with regard to teachers with Special Needs/requirements prior to the adjudication in order to make special arrangements to accommodate them.

12.3 The use of learner photographs

Teachers are allowed to use Audio Visual (A/V) clips, photographs in their presentations. The following guidelines are provided to standardise this practise:

- 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 instance.**
- 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. *Teachers are encouraged to use children's pictures as cited on the Government Gazette of the Personal of Information Act (POPIA) dated 26 November 2013 - No 37607, "Chapter 3: Processing of personal information of children"*

12.4 Dress code:

- a. During interviews teachers are required to dress appropriately.



- b. During interviews teachers 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.

13. 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 PEDs.
- 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 of qualification/s as evidence of being a teacher.
- g. Copies that were certified more than six months before submission.
- h. Non- submission of certified ID copies 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.
- k. False information.
- l. Not holding a South African citizenship.
- m. *Not adhering to the requirements of 2 years of teaching for all categories except for the Kader Asmal Lifetime Award which requires 30 years without a break in service.*
- n. Any submission of false evidence which will include the submission of fraudulent certification/licensure will lead to participation's withdrawal. This includes any manipulation or alternation of official professional documentation in order to secure winning the awards.

14. Screening and Verification of teachers participating in the NTAs



All teachers participating in the awards are bound to abide by the regulatory rules or policies and guidelines as prescribed by the Department of Basic Education and South African Council for Educators' Code of Conduct. This is meant to ensure that the programme is conducted with integrity, truthfulness, fairness and responsibility. For the efficiency of this process nominated teachers in PEDs are obliged to ensure that all candidates have been screened before proceeding to the last level at national. These procedures are intended to be corrective and not punitive and the following processes must be completed:

14.1 Screening of documentation as per the eligibility criteria

- a. PEDs must ensure that all participants have been screened and they are in good standing prior to submitting participants' names to the DBE for national adjudication.
- b. Screening will be conducted prior to the actual national adjudication. Candidates with incomplete, altered, fake documents or not meeting the nomination criteria will be disqualified and not invited to the national adjudication.
- c. The documentation that will be screened include: SACE certificate, Identity Document (ID), Forms 1, 2 & 3. PEDs will be advised in writing of the disqualification and the reason thereof. PEDs can send the next best candidate to national adjudication.
- d. PEDs will ensure that all candidates have met the minimum eligibility criteria as per the checklist once all information has been verified.
- e. The DBE will only consider candidates which have been signed off by the Provincial Head of Department (HoD).

14.2 SACE Verification/Screening

- a. All candidates being selected to participate in the NTAs from the school level to national level must complete a vetting/declaration form as an affirmation that they are in good standing.
- b. Teachers who are suspended or under investigation will have to wait until they are cleared before they could proceed to the national level.



- c. Candidates who have previously being investigated must provide clearance/statements which gives details of convictions/prosecutions/investigations that have been successfully cleared.
- d. PEDs will submit communication from SACE indicating that the list of teachers, signed off by the HoDs are in standing with the council for educators.
- e. The DBE will conduct a final SACE verification on all PED nominees prior to the Director General approving the final results.
- f. The DBE will terminate or withdrew the teachers' participation in case the investigation/allegations for such teachers reveals that they are indeed guilty of such committed transgressions/offence.

14.3 Verification Visits

- a. PEDs will conduct verification visits of candidates through the processes from school to provincial level prior to submitting the national nominees to the DBE.
- b. The DBE will conduct verification visits to schools of adjudicated candidates immediately after the national adjudication. The visits will focus primarily on the authenticity of the candidate's presentation to the adjudication panel.

15. General matters

- 15.1 All material submitted for NTAs must be in English.
- 15.2 All the material that has been submitted for the NTAs will not be returned to all the participants and will be used by the DBE for educational purposes.
- 15.3 A separate form must be used for each category.
- 15.4 The category for each nominee must be clearly marked.
- 15.5 The school must ensure that the Nomination Forms, Self/Team Portrait forms and the School Motivation Forms are clearly completed.
- 15.6** These forms must be sent to the District Office by the **date determined by the province.**
- 15.7** 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



16. The NTAs checklist:

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

NTAs CHECKLIST TABLE

| <i>Required document</i> | <i>Included?</i> |
|--|-------------------------|
| Form 1: Signed by the Principal and SGB Chairperson or Designated Person(s) | Yes/No |
| Form 2: Signed by the nominee(s) | Yes/No |
| Form 3: Signed by the Chairperson of the Nomination Team and provided a School Stamp | Yes/No |
| Entrant/s has/have been working for two years and more. | Yes/No |
| Declaration Form: Signed by the candidates and verified by the district/NTAs provincial co-ordinator | Yes/No |
| Vetting of candidates completed | 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 |
| SCHOOL/CENTRE STAMP | Yes/No |
| Initials and surname of the National/ Provincial Co-ordinator: | |



| |
|---|
| National/ Provincial Co-ordinator's signature: Date: |
|---|

17. 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

17.1 First step:

Before you lodge a complaint, it is advisable to:

- a. Familiarise yourself with the rules governing the NTAs and identify the particular rule you feel has been handled in a manner that violates your rights. Speak to your colleagues, supervisor, or another manager whom you trust.
- b. 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.
- c. If you consider that there has been an issue that violates your rights and you are unable to resolve the matter informally, you may then contest such a decision through the formal mechanism provided.

17.2 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 NTAs manager should ensure that resolutions are in line with the rules of the programme.
- 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 NTAs 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.

17.3 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 NTAs.
- b. This has to occur no more than seven (7) days after the teacher received notification of the contested decision.
- c. The same process that was followed in **step 2** should be followed.

17.4 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 whose decision will be final.

18. General remarks

- 18.1 Please ensure that the dispute resolution panel members were not part of the adjudication panel that led to a dispute.
- 18.2 When selecting these members, ensure that they are comparable to the adjudication panel members in terms of position, experience, etc.

NOMINATION FORM 1 2024

To be completed by the Nomination Team. Note the eligibility and disqualification criteria in the NTAs 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 NTAs Information Guide):

| |
|--|
| |
|--|

The **Nomination Team** wishes to nominate the following individual or team members for the above category. Attach copies of **proof of SACE registration, and ID document** of each nominee to the nomination form:

| Title | First Name | Surname | SACE Registration Number | Mobile Number |
|-------|------------|---------|--------------------------|---------------|
| | | | | |
| | | | | |
| | | | | |
| | | | | |

School/Centre Details:

| | | | |
|-------------------|--|----------|--|
| School Name | | EMIS No. | |
| Name of Principal | | | |
| Type of School | Primary/Secondary/Combined/Full Service/Special Needs/ECD Centre | | |



| | | | |
|--------------------------------|-----|----------|-----|
| School/Centre Physical Address | | | |
| Telephone No. | () | Fax No. | () |
| E-mail Address | | Cell No. | |
| District/Region | | | |

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 form.
- The SGB/CGB 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 2024

Use the space below to provide relevant information that will serve as **evidence of excellence** in the category you are nominated for. Please be guided by the generic and specific criteria of the category you are nominated for. For the IT Category, please make specific reference to the use of technology in the classroom with learners and/or with colleagues. **Note the eligibility and disqualification criteria in the Information Guide. No CV is required.**

Provide the following general information:

Level of teaching: Gr R/Foundation Phase/Intermediate Phase/Senior Phase/FET Phase/Special School Subject(s) responsible for:

.....

Years of teaching experience in South Africa.....

Years of teaching experience at your current school/centre:

.....

Leadership position (Leadership category): Deputy-Principal/Principal.....

Level (Leadership category): Primary School/Secondary School/Combined School/Full Service School/Special Needs & ECD School

Self/Team Portrait:

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**COMPLETE FORM 2
& TEAR OUT Page 2**

SELF/TEAM PORTRAIT FORM 2024

A series of horizontal dashed lines for writing.

2024

SELF/TEAM PORTRAIT FORM 2024

Dotted lines for text entry.

**IN
2024**

Declaration by nominee(s)

I/we declare that the information submitted in the Self/Team Portrait is true and correct.

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MOTIVATION FORM 3: 2024

The **Nomination Team** from the school/centre must provide reasons for nominating the individual teacher/ team for entry into the NTAs 2024. Use the following headings to provide evidence of excellence in the category the teacher/team is nominated for. Please note that some of the headings might not be applicable to all the categories:

• Fulfil an excellent role in the classroom/school/centre/community (through the use of technology – IT category);

• An inspirational role model for teachers/learners/parent's/community members/guardians and other stakeholders;

• Significant contribution to the teaching profession

• Inspires and leads learning in school/community

Dotted lines for writing.

2024



basic education
 Department:
 Basic Education
 REPUBLIC OF SOUTH AFRICA



**National
 Teaching
 Awards**



A large section of the page consisting of multiple horizontal dashed lines, intended for writing a certificate or nomination details.

2024

The Nomination Team certifies that the above information is true and correct:

| | |
|--|--|
| Name of Chairperson of the Nomination Team/District Official | |
| Signature | |
| Date | |

Checklist: Check your nomination package. Did you include all the required completed forms?



| | <i>Including?</i> |
|---|--------------------------|
| Form 1: Signed by the Principal and SGB Chairperson or Designated Person(s) | Yes/No |
| Form 2: Signed by the nominee(s) | Yes/No |
| Form 3: Signed by the Chairperson of the Nomination Team and provided a School Stamp | Yes/No |
| Proof of SACE registration (certified) | Yes/No |
| ID Document (certified) | Yes/No |

**SCHOOL/CEN
 TRE STAMP**