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THE NOMINATION GUIDE FOR THE 19th EDITION OF THE NATIONAL TEACHING AWARDS



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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 who form adjudication panels responsible for assessing and selecting the best projects at provincial and national level.
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 ethical, honor, moral codes and religious laws.
Context	This refers to learners' needs, interests and background (social, economic, political, cultural, etc.)
Diversity	Differences in people, taking into account the following aspects: culture, language, geographical background, ability, age, economic and social background in your school setting.
EWP 6	Education White Paper 6
Excellence:	To maintain high standards of performance, professionalism and aim to be the best in everything including being fair, ethical and trustworthy.
Governance Structure	Refers to School/ECD centres Governing Body.
Grade R Category:	All public schools and the ECD centres/sites registered with the Department of Basic Education and/or Department of Social Development.
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 and 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).
PDE	Provincial Department of Education
Primary School:	From Grade 1 to 7.
School Community:	This includes parents, 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). SIAS This refers to the policy on Screening, Identification, Assessment and support, which is aimed at ensuring that all children 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.
Public Special Schools	For special schools (Including therapists, psychologists and itinerant learning support teachers)
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;



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Term	Definition
	<ul style="list-style-type: none">• Race relations;• Constitutional precepts such as redress and 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 National Curriculum Statement).
Team Work	To partner together as colleagues, working as a team to achieve shared organisational goals. A team should be a group of colleagues in a particular grade, phase, subject or the school/centre management team. A maximum of 5 (five) teachers form a team.
Technology-Enhanced Classroom Teaching	To integrate technology in day to day classroom teaching activities by teachers in public schools, mainstream and full service schools. Appendices 1. Form 1 2. Form 2 3. Form 3



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2. Introduction

The National Teaching Awards Scheme was conceptualised and launched in 2000 and now enters its nineteenth 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 National Teaching Awards 2018.

The Department of Basic Education wishes to salute all schools and teachers who have entered the National Teaching Awards since 2000. The Department acknowledges the extraordinary efforts made by the teachers, often in very difficult conditions. The efforts are a service to our children, most of whom come from poor communities.

The National Teaching Awards scheme is one of the ways in which the Department of Basic Education acknowledges, encourages dedicated and caring teachers in their efforts to develop each learner as a citizen of a democratic, non-racial and non-sexist South Africa.

3. The objectives of the Ministry of Basic Education through the National Teaching Awards are to:

- (a) Focus public attention on the positive aspects of Basic Education, thereby raising the public image of the teaching profession;
- (b) Recognise and promote excellence in teaching performance;
- (c) Honour dedicated creative and effective teachers and schools;
- (d) Encourage best practice in schools;
- (e) Afford South Africans the opportunity to publicly say thank you to all outstanding teams or individual teachers in schools.



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4. Structure of the Nomination Guide

The Nomination Guide is divided into:

- (a) The categories;
- (b) The Kader Asmal category, a special Ministerial award;
- (c) Awards;
- (d) Rules Pertaining to the National Teaching Awards 2018
- (e) 2018 NTA - Nomination Form (Form 1)
- (f) 2018 NTA - Team/Self Portrait Form (Form 2)
- (g) 2018 NTA - School Motivation Form (Form 3); and
- (h) The Dispute Resolution Mechanism
- (i) General matters



5. CATEGORIES

There are ten categories as listed below:

- (i) Excellence in Primary School Teaching;
- (ii) Excellence in Secondary School Teaching;
- (iii) Excellence in Primary School Leadership;
- (iv) Excellence in Secondary School Leadership;
- (v) Excellence in Grade R Teaching;
- (vi) Excellence in Special Needs Teaching;
- (vii) Excellence in teaching Mathematics (FET);
- (viii) Excellence in teaching Physical Sciences (FET);
- (ix) Excellence in Technology–Enhanced, Teaching and Learning Award;
- (x) Lifetime Achievement Award

- (a) Each category is divided into general and specific criteria.
- (b) The general criteria and the questions are the **same** for all the categories and the teachers are expected to do presentations while answering the questions during the formal interview process.
- (c) Each teacher/team will be assessed against the general criteria and the specific criteria of the category entered for.
- (d) When responding to General Criteria, **each teacher/team is expected to align the answer/presentation** to the category that they have entered for.
- (e) The general criteria, which are applicable to all categories will only appear once in the guide to avoid re-writing them at the beginning of each category.

The following pages consist of the general criteria followed by all the categories and their specific criteria.



5.1: GENERAL CRITERIA, QUESTIONS AND SCORES

All teachers regardless of category should respond to general criteria.

Criteria	Questions based on general criteria	Max score
1. Social justice issues: How do you deal with the curriculum so as to enhance their learning experience?		
How the teacher deals with the impact and effects of the following social justice issues: (a) Race relations; (b) Constitutional precepts such as redress and access; (c) Diversity and inclusivity; (d) Poor facilities and inadequate resources; (e) HIV and Aids and other diseases; (f) Substance abuse, crime, bullying, (g) gangsterism, teenage pregnancy and gender issues; and The environment	How do you teach in a way which ensures that you address the impact and effects of the following social justice issues: (a) Race relations; (b) Constitutional precepts such as redress and access; (c) Diversity and inclusivity; (d) Poor facilities and inadequate resources; (e) HIV and Aids and other diseases; (f) Substance abuse, crime, bullying, (g) gangsterism, teenage pregnancy and gender issues; and The environment	6
2. Implementation of Basic Education Policies		
(a) How the teacher understands, interprets and applies current policies and how these policies impact on their teaching practice.	(a) Mention the policies that impact on your teaching of CAPS for example, and how do you understand, interpret and apply these on your Teaching Practice?	4
3. Contribution to the ethos and morale of the school		
How the teacher: (a) Motivates and inspires learners and colleagues; (b) Is involved in programmes that unify the school community; (c) Engages in continuing professional development activities, which have a positive impact on classroom activities.	(a) How do you motivate and inspire learners, colleagues, and the school community?	8
	(b) Explain your involvement in programmes that unify the school?	8
	(c) Expand on how you engage in the continuing professional development activities which have a positive impact on classroom activities?	8
4. Contribution to extra-curricular activities in the school community		
How the teacher: (a) Encourages learners and colleagues to participate in extra-curricular activities; (b) Succeeds in using extra-curricular activities for the holistic development of learners.	(a) 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?	6
SUB TOTAL		40



5.2: CATEGORIES: SPECIFIC CRITERIA, AND SCORES

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

5.2.1 EXCELLENCE IN PRIMARY SCHOOL TEACHING

Criteria	Questions	Max score
1. Creatively engage learners with the curriculum to enhance their learning experience, using:		
a. Knowledge and skills to identify learners' strengths and weaknesses, to choose appropriate teaching and learning strategies;	1.1 How do you use knowledge and skills to identify learner's strengths and weaknesses to choose appropriate teaching and learning strategies?	20
b. Learner-centered, creative and innovative techniques that provide for acquiring of basic skills and knowledge and promotion of critical thinking and problem solving in line with Curriculum Assessment and Policy Statements (CAPS).	1.2 Mention the learner-centred, creative and innovative techniques that provide for acquiring of basic skills and knowledge and promotion of critical thinking and problem solving in line with Curriculum Assessment and Policy Statements (CAPS) that you use?	
c. Balancing curricular needs and the context of the learner within the suggested time	1.3 How do you keep a balance between curricular needs, context of the learners, within the suggested timeframe?	
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 and learner progress and ensuring that these are accessible;	2.1 Explain how you keep records of learners' progress and ensure that they are accessible?	20
2.2 Actively involving learners in their own assessment in a way that fully supports their needs and the development of their skills, attitudes and knowledge;	2.2 Explain how you involve learners in their assessment in a manner that that supports their needs and development of skills, attitudes and knowledge?	
2.3 Developing learners who will act in the interest of the society, whose values will be based on respect for democracy, equality, human dignity and social justice, as promoted in the constitution;	2.3 Explain how you develop learners who will act in the interest of the society, whose values will be based on respect for democracy, equality, human dignity and social justice, as promoted in the Constitution?	
2.4 Giving insightful, regular, consistent and timeous feedback, which is built into lesson designs and is available to all stakeholders; and	2.4 Explain how you built into lesson designs feedback that is insightful, regular, timeous, consistent and available to all stakeholders?	
2.5 Providing opportunities for learners to link curricular activities with real life experiences (for example, learners undertake an educational tour).	2.5 What opportunities do you provide learners to link curricular activities and real life experiences?	
3. Adapting learning and teaching strategies to meet the needs of individual learners' effectively:		



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Criteria	Questions	Max score
3.1 Using inclusive strategies and promoting respect for individuals and diversity;	3.1 Explain how you structure your lessons so that you use inclusive strategies and promote respect for individuals and diversity?	20
3.2 Promoting learners' self-esteem so that they are motivated and self-disciplined;	3.2 In your teaching, how do you promote self-esteem so that learners are motivated and self-disciplined?	
3.3 Using different techniques to promote cooperative learning; and	3.3 Talk about the different techniques that you use to promote co-operative learning?	
3.4 Organising space to enable all learners to be productive and engaged in learning.	3.4 Describe how you organise space to enable all learners to be productive and engaged in learning?	
SUB TOTAL		60



5.2.2 EXCELLENCE IN SECONDARY SCHOOL TEACHING

Criteria	Questions	Max score
1. Creatively engage learners with the curriculum to enhance their learning experience, using:		
1.1 Knowledge and skills to identify learners' strengths and weaknesses, to choose appropriate teaching and learning strategies;	1.1 How do you use knowledge and skills to identify learner's strengths and weaknesses to choose appropriate teaching and learning strategies?	20
1.2 Learner-centred techniques that provide for acquiring of basic skills and knowledge and promotion of critical thinking and problem solving;	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, in line with CAPS? Explain if those techniques are innovative and creative.	
1.3 Balancing curricular needs and the context of the learner within the suggested time frame; and	1.3 How do you keep a balance between curricular needs, context of the learners, within the suggested timeframe?	
1.4 Creatively and innovatively adhering to curriculum planning that incorporates the use of CAPS.	1.4 How do you keep a balance between the goals of the teaching plan as proposed by CAPS and the context of the learners?	
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 and learner progress and ensuring that these are accessible;	2.1 Explain how you keep comprehensive records of planning and learner progress and ensure that they are accessible?	20
2.2 Developing learners who will act in the interest of society, whose values will be based on respect for democracy, equality, human dignity and social justice, as promoted in the Constitution;	2.2 Explain how you develop learners who will act in the interest of the society, whose values will be based on respect for democracy, equality, human dignity and social justice, as promoted in the Constitution?	
2.3 Giving insightful, regular, consistent and timeous feedback, which is built into lesson designs and is available to all stakeholders;	2.3 Explain how you built into lesson designs feedback that is insightful, regular, timeous, consistent and available to all stakeholders?	
2.4 Providing guidance and support to learners using the curriculum for career and life choices.	2.4 Explain with examples, how you provide guidance and support to learners using the curriculum to link curricular activities with career and life choices?	
3. Adapting learning and teaching strategies to meet the needs of individual learners' effectively		
3.1 Using inclusive strategies and promoting respect for individuals and diversity;	3.1 Explain how you structure your lessons so that you use inclusive strategies and promote respect for individuals and diversity?	20
3.2 Promoting learners' self-esteem so that they are motivated and self-disciplined;	3.2 In your teaching, how do you promote self-esteem so that learners are motivated and self-disciplined?	
3.3 Using different techniques to promote cooperative learning; and	3.3 Talk about the different techniques that you use to promote co-operative learning?	
3.4 Organising space to enable all learners to be productive and engaged in learning.	3.4 Describe how you organise space to enable all learners to be productive and engaged in learning?	



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Criteria	Questions	Max score
SUB TOTAL		60



5.2.3 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 Using resources optimally and creatively, bearing in mind the vision, mission and goals of the institution, including making resources accessible to the school community;	1.1 Bearing in mind the mission and the vision of your school, how do you use resources optimally and creatively and also make them available to the school community?	20
1.2 Mentoring, supporting and providing staff development initiatives and ensuring that staff training and mentoring programmes are implemented and evaluated to encourage teachers to do more than what is required, with enthusiasm;	1.2 What staff development programmes have you initiated to ensure staff training and mentoring and how do you conduct evaluation in a manner that encourages teachers to do more than is required?	
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?	
1.4 Delegating tasks appropriately to colleagues for the purpose of capacity building.	1.4 How do you delegate tasks appropriately to colleagues for the purpose of capacity building?	
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?	20
2.2 keeping monitoring mechanisms in place to promote the implementation of strategic objectives and policies;	2.2 What monitoring mechanisms have you put in place to promote the implementation of strategic objectives and policies are they working?	
2.3 Working with colleagues and consulting with all stakeholders to effect improvements on an on-going basis;	2.3 Share how you successfully work with colleagues and consult with all stakeholders to effect improvements on an on-going basis?	
2.4 Remaining approachable, sharing information and providing support, while encouraging independent thinking and innovation; and	2.4 How do you ensure that you remain approachable, sharing information and providing support, while encouraging independent thinking and innovation?	



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Criteria	Questions	Max score
2.5 Showing active awareness of transformational issues and 2.6 responding positively to inclusivity and social cohesion issues within the context of the school, centre or community.	2.5 As a leader, what do you do to show active awareness of transformational issues and respond positively to inclusivity and social cohesion issues within the context of the school, centre or community?	
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 to school, centre or community problems and leading in carrying out suggested solutions?	20
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?	
3.3 Encouraging and motivating others (colleagues) to take leadership roles within and beyond the school or centre;	3.3 How do you encourage and motivate others (colleagues) to take leadership roles within and beyond the school or centre?	
3.4 Consistently showing leadership by dealing with issues of diversity, personal attitudes and the beliefs of others with skill, consideration, sensitivity and understanding.	3.4 In your leadership position, how do you deal consistently with issues of diversity, personal attitudes and the beliefs of others with skill, consideration, sensitivity and understanding?	
SUB TOTAL		60



5.2.4 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 Using resources optimally and creatively, bearing in mind the vision, mission and goals of the institution, including making resources accessible to the school community;	1.1 Bearing in mind the mission and the vision of your school, how do you use resources optimally and creatively and also make them available to the school community?	20
1.2 Mentoring, supporting and providing staff development initiatives and ensuring that staff training and mentoring programmes are implemented and evaluated to encourage teachers to do more than what is required, with enthusiasm;	1.3 What staff development programmes have you initiated to ensure staff training and mentoring and how do your conduct evaluation in a manner that encourages teachers to do more than is required?	
1.3 Keeping comprehensive and up-to-date records that meet requirements in terms of accepted practices and/or developmental requirements; and	1.3 Explain how you keep comprehensive and up-to-date records that meet requirements in terms of accepted practices and/or developmental requirements?	
1.4 Delegating tasks appropriately to colleagues for the purpose of capacity building.	1.4 How do you delegate tasks appropriately to colleagues for the purpose of capacity building?	
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?	20
2.2. keeping monitoring mechanisms in place to promote the implementation of strategic objectives and policies;	2.2 What monitoring mechanisms have you put in place to promote the implementation of strategic objectives and policies are they working?	
2.3. Working with colleagues and consulting with all stakeholders to effect improvements on an on-going basis;	2.3 Share how you successfully work with colleagues and consult with all stakeholders to effect improvements on an on-going basis?	
2.4. Remaining approachable, sharing information and providing support, while encouraging independent thinking and innovation; and	2.4 How do you ensure that you remain approachable, sharing information and providing support, while encouraging independent thinking and innovation?	
2.5 Showing active awareness of transformational issues and responding positively to inclusivity and social cohesion issues within the context of the school, centre or community.	2.5 As a leader, what do you do to show active awareness of transformational issues and respond positively to inclusivity and social cohesion issues within the context of the school, centre or community?	



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Criteria	Questions	Max score
3 Create and foster links between the school centre and real life situation 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 to school, centre or community problems and leading in carrying out suggested solutions?	20
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?	
3.3 Encouraging and motivating others (colleagues) to take leadership roles within and beyond the school or centre;	3.3 How do you encourage and motivate others (colleagues) to take leadership roles within and beyond the school or centre?	
3.4 Consistently showing leadership by dealing with issues of diversity, personal attitudes and the beliefs of others with skill, consideration, sensitivity and understanding.	3.4 In your leadership position, how do you deal consistently with issues of diversity, personal attitudes and the beliefs of others with skill, consideration, sensitivity and understanding?	
SUB TOTAL		60



5.2.5 EXCELLENCE IN GRADE R 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 learners' strengths and weaknesses to develop teaching strategies;	1.1 How do you diagnose your learners' strengths and weaknesses to develop appropriate teaching and learning strategies?	15
1.2 Using learner-centred techniques that provide for acquiring appropriate skills, knowledge and promotion of critical thinking and problem solving in line with the Curriculum and Assessment Policy Statements (CAPS);	1.2 What learner-centred teaching techniques do you use that are in line with the Curriculum and Assessment Policy Statements (CAPS) and provide for: <ul style="list-style-type: none"> • Acquiring basic skills; • Knowledge; • Promotion of critical thinking; and • Problem-solving skills? 	
1.3 Creatively and innovatively adhering to CAPS requirements as relevant to the learners' developmental levels;	1.3 How do you creatively and innovatively adhere to CAPS requirements that are relevant to the learners' developmental levels?	
1.4 Keeping an excellent balance between the clear goals of the teaching programme as proposed by CAPS and the expression of learner needs, interests and backgrounds.	1.4 How do you keep a balance between: <ul style="list-style-type: none"> • The goals of the teaching programme as proposed by CAPS; and • The expression of learner needs, interests and backgrounds 	
2. Encourage young learners to become independent and confident by:		
2.1 Using developmentally appropriate communication approaches to enable learners to express themselves with confidence;	2.1 What and how do you use developmentally appropriate communication approaches to enable learners to express themselves with confidence	15
2.2 Teaching various memory skills to help learners to recall experiences;	2.2 Expatiate on the memory skills you use to help learners to recall experiences?	
2.3 Applying learner-centred approaches so that learners are capable of carrying out simple life skills and instructions;	2.3 What and how do you use learner-centred approaches so that learners are able to carry out simple life skill instructions?	
2.4 Creating a supportive and caring environment that helps children to manage their own behaviour; and	2.4 How do you provide a supportive and caring environment that helps learners to manage their own behaviour	
2.5 Using an inclusive and unbiased approach to promote learners' self-esteem so that they are motivated and confident	2.5 How do apply inclusive and unbiased approaches to promote learners' self-esteem so that they are motivated and confident?	
3. Foster links between the school, centre and the community by:		
3.1 Actively seeking solutions to school, centre, or community problems and taking a lead in carrying out suggested solutions;	3.1 How do you actively seek solutions to school, centre or community problems; and take the lead in carrying out suggested solutions?	15



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Criteria	Questions	Max score
3.2 Establishing respectful and cooperative relationships with co-workers and families;	3.2 Explain how you establish respectful, cooperative relationships with co-workers and families?	
3.3 Consistently showing skill, consideration, sensitivity and understanding in dealing with issues of diversity, personal attitudes and the beliefs of others; and	3.3 Draw us a mental picture of how you show skill, consideration, sensitivity and understanding in dealing with issues of diversity, personal attitudes and the belief of others?	
3.4 Using or involving partners and services in other sectors to the benefit of the learner, school, centre and/or community.	3.4 How do you involve partners and services in other sectors to the benefit of the learner, school, centre and/or community?	
4. Create and sustain a stimulating and supportive learning and teaching environment at the school or centre by:		
4.1 Using resources optimally and creatively to the benefit of the school, centre and the community;	4.1 Elaborate on how you use resources optimally and creatively to the benefit of the school, centre and the community;	15
4.2 Keeping comprehensive, up-to-date and outstanding records of planning; learner progress; ensuring that these are accessible; and meet requirements in terms of accepted practices and/or developmental requirements;	4.2 Describe the strategies you use to keep comprehensive, up-to-date, and outstanding records of planning, learner progress, ensure that they are also accessible, and meet requirements in terms of accepted practices and/or developmental requirements?	
4.3 Showing active awareness of transformational issues and responding positively to inclusivity and social cohesion issues within the context of the school, centre or community;	4.3 How do you show active awareness of transformational issues and respond positively to inclusivity and social cohesion issues within the context of the school, centre or community?	
4.4 Giving insightful, regular, consistent and timeous feedback, which is built into lesson designs and is available to all stakeholders;	4.4 How do you ensure that you give insightful, regular, consistent and timeous feedback, which is built into lesson designs and is available to all stakeholders?	
4.5 Planning in a way that reflects the teaching and learning process in relation to content, Infusion of values, skills, and the use of resources for learning activities?	4.5 Take us through the steps that you follow in planning in a way that reflects the teaching and learning process in relation to content, infusion of values, skills, and the use of resources for learning activities	
4.6 Organising space to enable all learners to be productively engaged in learning and development, as well as creating a safe and healthy environment.	4.6.How do organise space for productive learning and development as well as creating a safe and healthy environment?	
SUB TOTAL		60



5.2.6 EXCELLENCE IN SPECIAL NEEDS TEACHING

This category is open only to teachers who teach in Public Special Schools.

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 SIAS Policy and SNA Forms;	1.1 Explain how do you address learners' needs through the application of the processes outlined in the SIAS Policy and SNA Forms?	20
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?	
1.3 Planning the integration of resources and assistive technology that are relevant to the learners' developmental and special needs (allowing for creativeness, innovation and improvisation);	1.3 Elaborate on how you plan the integration of resources and assistive technology that are relevant to the learners' developmental and special needs, at the same time allowing for creativeness, innovation and improvisation?	
1.4 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;	1.4 How do you use White Paper 6 to differentiate the curriculum to suit the needs of the learners, responding appropriately to barriers of teaching and learning by incorporating multi-modal strategies relevant to learners?	
1.5 Keeping comprehensive records of individual support planning and learner progress and ensuring that these are accessible and that parents are made partners in the support of the learners	1.5 How do you ensure excellent record keeping of learners' progress and ensure that this is accessible, and ensure that parents are made partners in the support of the learners?	
1.6 Using appropriate language (including South African Sign Language) and communication strategies (such as Augmentative and Alternative Communication) for teaching and learning to enhance learners' access to the curriculum	.6 Explain how you use appropriate language (including South African Sign Language) and communication strategies (such as Augmentative and Alternative Communication) to enhance learners' access to the curriculum?	
2. Communicate learners' progress effectively to both learners and their families, listen and respond constructively to their views by:		



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Criteria	Questions	Max score
2.1 Keeping comprehensive records of planning and learner progress and ensuring that these are accessible;	2.1 How do you ensure that you keep outstanding records of learners' progress & provide the necessary feedback to learners & parents?	12
2.2 Giving insightful, regular, consistent and timeous feedback, which is built into lesson designs and is available to all stakeholders;	2.2 How do you give insightful, regular, consistent and timeous feedback, which is built into lesson designs and is available to all stakeholders?	
2.3 Providing guidance and support informed by the curriculum, for career and life choices to learners and parents;	2.3 How do you provide guidance and support informed by the curriculum, for career and life choices to learners and parents?	
2.4 Using appropriate language for teaching and learning to the benefit of learners; and recognising the involvement of parents in the school or centre.	2.4 How do you use appropriate language of teaching and learning to the benefit of learners and recognise the involvement of parents in the school/centre?	
2.5 Recognising the involvement of parents in the school or centre	2.5 Explain vividly how you recognise the involvement of parents in the school/centre?	
3. adapt learning and teaching strategies to meet the needs of individual learners effectively by:		
3.1 Using inclusive teaching and learning strategies and promoting respect for individuality and diversity (in the case of therapists and psychologists, supporting teachers to design differentiated curriculum delivery strategies);	3.1 How do you use inclusive teaching and learning strategies and promote respect for individuality and diversity (Therapists and Psychologist supporting teachers to design differentiated curriculum delivery strategies);	12
3.2 Promoting learners' self-esteem so that they see themselves as part of the society;	3.2 Explain how you promote learners' self-esteem so that they see themselves as part of the society?	
3.3 Using different techniques to promote skills and attitudes that lead to independent learning;	3.3 Clarify the different techniques that you use to promote skills and attitudes that lead to independent learning?	
3.4 Organising space to enable all learners to be productively engaged in learning; and	3.4 How do you organise the space to enable all learners to be productively engaged in learning	
3.1 Displaying appropriate knowledge of relevant policies and legislation and how to implement them.	3.5 Illuminate on the policies and acts that guide the work of Special Needs and Inclusive Education and how they affect your teaching practice?	
4. create and foster links between the school or centre and other organisations to the benefit of the school, centre or community by:		
4.1 Actively seeking solutions to school, centre, or community problems and taking a lead in carrying out suggested solutions;	4.1 Explain the role you have played in seeking solutions to school, centre, or community problems and carrying out suggested solutions?	16
4.2 Providing leadership in creating partnerships with relevant external organisations or institutions;	4.2 Explain how you pro-actively provide leadership in creating partnerships with relevant external organisations or institutions;	



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Criteria	Questions	Max score
4.3 Creating opportunities for the school to be a resource centre to the community and other organisations;	4.3 Describe how you have created opportunities for the school to be a resource centre to the community and other organisations?	
4.4 Identifying challenges and making referrals to appropriate support services for intervention and placement; and	4.4 What strategies do you use to identify challenges & make referrals to appropriate support services for intervention & placement?	
4.5 Identifying the special skills and knowledge required by learners for them to obtain employment when they leave school.	4.5 How do you identify the special skills and knowledge required by learners for them to obtain employment when they leave school ¹	
SUB TOTAL		60

If the question is marked in red, that indicates that adjudicators should not expect Foundation Phase and Intermediate Phase teachers to refer to careers. They can refer to life skills.



5.2.7 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 techniques are you using to develop the learners' appreciation and understanding of Mathematics?	15	
1.2 Creative use of learning materials and helping learners to master material;	1.3 What strategies do you use to maximise the quality of learning in your Mathematics?		
1.3 Improvement of teaching skills over time; 1.4 Use of technology within appropriate contexts, and promotion of Mathematics inside and outside the school;	1.4 How do you optimally use resources to: (a) Enhance learning in your Mathematics lessons? (b) Promote Mathematics teaching inside and outside the school (refer to Technology in particular)?		
1.5 Ability to motivate learners to learn Mathematics; 1.6 Encourage learners to learn pursue a career in Mathematics, including teaching;	1.5 As a Mathematics teacher, what have you done to: (a) Motivate learners to love Mathematics? (b) Encourage learners to pursue a career in Mathematics including to become a Mathematics teacher?		
1.7 On-going review and enhancement of own professional practice;	1.6 What steps have you taken to conduct on-going review and enhancement of your professional practice?		
1.8 Enthusiasm for the subject	1.7 What can you cite which indicates your enthusiasm for the subject?		
2. Learner Focus by means of:			
2.1 The promotion of positive relationships among learners;	2.1 How do you promote positive relationships amongst the learners in your class, and how do you motivate them to learn?		15
2.2 Encouraging cooperation among learners through group work or projects, collaborative learning communities, or other mechanisms;	2.2 As an enthusiastic teacher for mathematics, what co-operative learning experience(s) do you create in your class?		
2.3 Engaging learners as full partners in the learning process, with learners assuming responsibility for their own choices;	2.3 In your teaching, how do you engross learners as full partners in the learning process, with learners assuming responsibility for their own choices?		
2.4 Communicating high expectations; and	2.4 How do you communicate high expectations for learners?		
2.5 Engaging learners in activities outside of the classroom such as clubs, organisations, tutoring, field trips, or similar activities.	2.5 How do you engage learners in activities outside the Maths class e.g. Clubs, Field Trips, Tutoring etc.		
3. Subject competence proven by:			



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Criteria	Questions	Max score
3.1 The possession of specific knowledge and skills in Mathematics;	3.1 What specific knowledge and skills in Mathematics do you possess?	15
3.2 Maintaining knowledge through discipline related professional development;	3.2 Mention the steps that you have undertaken to ensure maintenance of knowledge through discipline-related professional development?	
3.3 Participation in professional development that demonstrates growth as a teacher;	3.3 What role have you played in professional development activities that demonstrate your growth as a teacher?	
3.4 Membership of professional associations; and	3.4 As a Mathematics teacher, do you belong to any professional organisation linked to Mathematics and what role do you play in the organisation?	
3.5 Engagement in activities that reflect knowledge in the field.	3.5 As a Mathematics teacher, can you inform us of activities that you engage in that reflect your knowledge of Mathematics?	
4. Personal Attributes evident in:		
4.1 Modelling life-long learning;	4.1 What evidence can you produce that indicates that you are a lifelong learner?	15
4.2 Engaging in positive working relationships with learners and colleagues, and/or community;	4.2 With examples, enlighten us about how you engage in positive working relationships with learners and colleagues, and/or community;	
4.3 Affirming and participating in shaping a school's culture (mission, vision, and values);	4.3 How do you affirm and participate in shaping a school's culture (mission, vision, and values)?	
Demonstrating clear reasoning skills.	4.4 Cite an example/s in your teaching of Mathematics where you demonstrated clear reasoning skills?	
SUB TOTAL		60



5.2.8 EXCELLENCE IN TEACHING PHYSICAL SCIENCES (FET)

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 techniques are you using to develop the learners' appreciation and understanding of Physical Sciences?	15
1.2 Creative use of learning materials and helping learners to master material;	1.2 How do you use learning materials creatively to maximise the quality of learning in your Physical Sciences class?	
1.3 Use of technology within appropriate contexts, and promotion of Physical Sciences inside and outside the school.	1.3 How do you use technology, within appropriate context, to promote Physical Sciences teaching inside and outside the school?	
1.4 Ability to motivate learners to learn; and encourage learners to pursue a career in Physical Sciences, including teaching	1.4 As a Physical Sciences teacher, what have you done to: (c) Motivate learners to love Physical Sciences? (d) Encourage learners to pursue a career in Physical Sciences including to become a Physical Sciences teacher?	
1.5 On-going review and enhancement of own professional practice;	1.6 What steps have you taken to conduct on-going review and enhancement of your professional practice?	
1.8 Enthusiasm for the subject	1.6 What can you cite which indicates your enthusiasm for the subject?	
2. Learner Focus by means of:		
2.1 The promotion of positive relationships among learners;	2.1 How do you promote positive relationships amongst the learners in your class?	15
2.2 Encouraging cooperation among learners through group work or projects, collaborative learning communities, or other mechanisms;	2.2 explain how you encourage cooperation of learners through group work or projects, collaborative learning communities, or other mechanisms?	
2.3 Engaging learners as full partners in the learning process, with learners assuming responsibility for their own choices;	2.3 In your teaching, how do you engross learners as full partners in the learning process, with learners assuming responsibility for their own choices?	
2.4 Communicating high expectations; and	2.4 How do you communicate high expectations for learners?	
2.5 Engaging learners in activities outside of the classroom such as clubs, organisations tutoring, field trips, or similar activities.	2.5 How do you engage learners in activities outside the Physical Sciences class e.g. Clubs, Field Trips, Tutoring etc.	
3. Subject competence proven by:		
3.1 The possession of specific	3.1 What specific knowledge and skills in Physical	15



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Criteria	Questions	Max score
knowledge and skills in Physical Sciences	Sciences do you possess?	
3.2 Maintaining knowledge through discipline-related professional development;	3.2 Mention the steps that you have undertaken to ensure maintenance of knowledge through discipline-related professional development?	
3.3 Participation in professional development that demonstrates growth as a teacher;	3.3 What role have you played in professional development activities that demonstrate your growth as a teacher?	
3.4 Membership of professional associations; and	3.4 As a Physical Sciences teacher, do you belong to any professional organisation linked to Physical Sciences and what role do you play in the organisation?	
3.5 Engagement in activities that reflect knowledge in the field.	3.5 As a Physical Sciences teacher, can you inform us of activities that you engage in that reflect your knowledge of Physical Sciences?	
4 Personal Attributes evident in:		
4.1 Modeling life-long learning;	4.1 What evidence can you produce that indicates that you are a lifelong learner?	15
4.2 Engaging in positive working relationships with learners and colleagues, and/or community;	4.2 With examples, enlighten us about how you engage in positive working relationships with learners and colleagues, and/or community;	
4.3 Affirming and participating in shaping a school's culture (mission, vision, and values); and	4.3 How do you affirm and participate in shaping a school's culture (mission, vision, and values)?	
4.3 Demonstrating clear reasoning skills.	4.4 Cite an example/s in your teaching of Physical Sciences where you demonstrated clear reasoning skills?	
SUB TOTAL		60



5.2.9 EXCELLENCE IN TECHNOLOGY – ENHANCED, TEACHING AND LEARNING AWARD

Criteria	Questions	Max score
1. Scope of teacher's ICT application attributes		
1.1 Role Model: (<i>Teacher motivates, mentors and inspires learners and colleagues to use ICT appropriately</i>):	1.1 Question: To what extent is the teacher a role model to others in his/her personal use of ICT?	6
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 2.2 Teacher as Innovator and Change Agent (a) The innovative teaching practices and ICT in instrumental ways to change how learners learn. (b) Demonstration of evidence of continuous improvement in professional practice, model lifelong learning and exhibit leadership in their school and professional community by supporting other teachers' development and understanding of the impact on learning of the effective use of ICTs?)	2.1 Question: To what extent is the teacher creative and bringing flair to the way he/she teaches and uses ICT both in and out of the learning environment? 2.2 Question: To what extent has the teacher significantly changed the learning process through the use of ICT? 2.3 Question: To what extent is the teacher constantly re-examining and redefining his/her role as the teacher?	18
3. ICT application in the classroom or school		
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? • Tools for management. • Collaborative tool for teachers and learners. • Tool for enhancing inclusion of learners who experience barriers to learning. 3.2 Using the tools of communication in ICT to promote dialogue and collaboration	3.1 Question: To what extent do the learning activities require learners to collaborate and interact with other people to achieve the desired goals? 3.2 Question: To what extent is the teacher using the communications aspect of ICT to promote dialogue and collaboration?	8
4. General impact		
4.1 What aspects make the teacher's ICT application in teaching and learning exemplary? (Number, age of group of affected individuals, efficiency gains and overall effectiveness);	4.1 Question: To what extent has the teacher significantly changed the learning process through the use of ICT?	12
4.2 In what ways is the teacher's ICT application in teaching and learning innovative? (Teacher or learner context, creativity, previous practice, availability of greater independence and responsibility for their own work); and	4.2 Question: to what extent is your teaching innovative? Explain by means of examples	
4.3 Working resources	4.3 Question : To what extent is the teacher using ICT in more than just the classroom setting; (a) Assessment tool	



Criteria	Questions	Max score
	(b) Management & Administrative tool (c) Resource tool (d) Communication and collaboration tool (e) Recording and Report tool; (f) Research tool	
5. Impact on learners:		
How many of the following attributes were evidently imparted to learners through the use of ICT in the classroom or school? <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;• 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>Question: To what extent is the teacher using ICTs to promoting learner autonomy (learner independence and responsibility for their own work)?</p> <p>Question: To what extent is the teacher using ICTs to raise the learners' self-esteem to become motivated and self-disciplined?</p> <p>Question: To what extent is the teacher using ICTs to accommodate the different learning styles of learners?</p> <p>Question: 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>	16
SUB TOTAL		60



5.2.10 LIFETIME ACHIEVEMENT AWARD

LIFETIME ACHIEVEMENT AWARD: SPECIFIC CRITERIA, QUESTIONS, AND SCORES

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;	1.1 As a lifetime achiever, tell us how you have contributed to the social, cultural and economic development of the school/centre community?	12
1.2 Actively seeking solutions to school, centre or community problems and taking a lead in carrying out suggested solutions;	1.2 As an experienced teacher, how do you actively seeking solutions to school, centre or community problems and taking a lead in carrying out suggested solutions?	
1.3 Providing leadership in creating partnerships with relevant external organisations or institutions; and	1.3 In your long teaching career, how did you seek solutions to challenges at the school/centre while taking the leadership role?	
1.4 Encouraging and motivating others (colleagues) to take leadership roles within and beyond the school or centre.	1.4 As a veteran of the teaching profession, how do you encourage and motivate others to take up leadership roles within and beyond the school/centre?	
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?	12
2.2 Showing endurance, commitment and perseverance to the benefit of the school and the education sector in general (e.g. starting and sustaining a school, centre or community project);	2.2 Allude to examples of endurance, commitment and perseverance to the benefit of the school and education sector in general?	
2.3 Facing and overcoming challenges in and outside the school;	2.3 Share with us some of the challenges that you have faced in your illustrious teaching career and how you have overcome them?	
2.4 Having tangible proof of high performance and achievement in teaching and how this affected the lives of people.	2.4 Show and explain examples of tangible proof of high performance and achievement in teaching and how your actions have affected the lives of people?	
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 promoted self-esteem and self-discipline at the school/centre within the learners; staff/colleagues; and community?	12



Criteria	Questions	Max score
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 Using knowledge and skills to identify learners' strengths and weaknesses, and providing appropriate interventions; and	3.3 With your experience, explain how you have used knowledge and skills to identify learners' strengths and weaknesses and provided appropriate interventions;	
3.4 Taking sustainable initiatives to support learner interests and needs.	3.4 Talk about sustainable interventions that you have introduced to support learner interests and needs.	
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 assist to diagnose the strengths and weaknesses of learners, basing it on your experience?	12
4.2 Receiving and responding to constructive feedback from learners, colleagues and parents;	4.2 What examples have you set for receiving and Responding to constructive feedback from learners, colleagues and parents?	
4.3 Consistently showing leadership by dealing with issues of diversity, personal attitudes and the beliefs of others with skill, consideration, sensitivity and understanding.	4.3 As an experienced teacher, how have you modelled dealing with issues of diversity, personal attitudes and the beliefs of others with skill, consideration, sensitivity and understanding?	
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)?	12
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?	
5.3 Providing staff induction, mentoring and coaching to encourage teachers to do more than what is required, with eagerness; and	5.3 Share your experience on staff induction, mentoring and coaching to encourage teachers to do more than what is required, with eagerness?	
5.4 Managing change innovatively and minimising unnecessary uncertainty; and responding positively to social cohesion issues.	5.4 What lessons have you learnt that you can share on managing change innovatively, minimising unnecessary uncertainty and also responding positively to social cohesion issues?	
SUB TOTAL		60



5.2.11 KADER ASMAL EXCELLENCE AWARD

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 National Teaching Awards scheme during his term of office in the Ministry of Education in 2000; and they are now in their nineteenth year of implementation.

The inception of the Kader Asmal Excellence Award enables the Minister to honour an outstanding educator embodying some of the core values that Professor Asmal stood for and at the same time honour Professor Asmal for his contribution to the development of education in this country.

The Minister of Basic Education sends to all Members of the Executive Council (MEC) an invitation to submit names of outstanding educationists who fit the profile for the Minister's consideration. These are the educationalists still serving or retired in the Education Sector.

The Kader Asmal Excellence Award seeks to recognise educators who, in their work, demonstrate the key values that were a hallmark of Prof Asmal's leadership:

- a) A demanding educational activist who leads by example;
- b) An educator with a conscience and a feel for social justice;
- c) Takes/has taken a stand for an issue (popular or unpopular) on grounds of conscientiousness;
- d) Intellectual tenacity and rigour; and
- e) Creative and inspired visible delivery.

The MECs forward the names of provincial winners to the office of the Minister.

The Kader Asmal national winner is selected by a panel which consists of senior managers of the Department of Basic Education Department of Basic Education and is chaired by Professor Asmal's wife, Mrs Louise Asmal.

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



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6. AWARDS FOR THE NATIONAL TEACHING AWARDS

The Awards are:

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

7. RULES PERTAINING TO THE NATIONAL TEACHING AWARDS

In this section, we have the following sub-sections:

- Eligibility;
- How to nominate
- Who should sign the forms;
- Entering the competition;
- Disqualification;
- The checklist; and
- The Dispute Resolution Mechanism

7.1 Eligibility;

The nominee or team must:

- Be a serving teacher or practitioner in a public school/ECD Centre registered with the Department of Basic Education and/or Social Development in South Africa;
- Be employed by a Provincial Department of Education or a School Governing Body;
- Have been working for at least two years in any of the above institutions in South Africa without a break of service;



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- The entrants of the Lifetime Achievement Award must have worked as a teacher in a public school and/or centre in South Africa for a minimum of thirty (30) years without a break in service;
- Should hold South African citizenship and if a team, be made up of members who hold South African citizenship;
- Produce proof of SACE registration, or provisional registration. In the case of SACE provisional registration, please make sure that the certificate of provisional registration has not expired; in the event of the SACE certificate not being available, a SACE letter and/or SACE number on payslip will suffice.
- Not enter the NTA, in the same category, if they had previously won the NTA at either provincial and/or national level. Such candidates are eligible for entering five years from the year of receipt of the award unless if it is in another category;
- School Principals and/or Deputy Principals are permitted to enter as nominees if they teach at their schools;
- Enter for Excellence in Special Needs teaching awards if they are Post Level 1 teachers; School Principals and/or Deputy Principals if they teach at their schools;
- Therapists and psychologists are included in the category provided the focus of their support is to improve learner performance in the classroom – therefore supporting teachers to effectively deliver the curriculum in a differentiated way.

7.2 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.

7.3 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



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and draw up attributes or qualities that would match their nominees with a particular given criteria.

- (e) After the step mentioned above, the nominee and the nomination team may then complete and sign the forms.

Please note:

- A separate form must be used for each **category**.
- The category for each nominee must be clearly marked.
- The school must ensure that the Nomination Forms, Self/ Team Portrait 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 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 and the Thutong Portal: www.thutong.org.za

7.4 Who should sign the forms?

- The designations of officials who should sign the forms are indicated in all the Nomination forms;
- If a principal of a school or a School Management Team is a nominee, then the School Governing Body and the School Nomination Team must agree on a person who will sign on behalf of the principal and clearly state why such a person was chosen to sign in the space provided on the Nomination Form.
- In the instance where the District/Regional Official nominates, it is still necessary for the Principal/ School Management Team nominee/ SGB to sign the forms.

7.5 Filling in of Nomination forms

- **Form 1** requires the nominee/s to fill in personal and school details.
- **Form 2:** When completing the team /self-portrait form, the teacher must follow the **criteria** as outlined in the relevant category.
- The words in the self-portrait form (**Form 2**) should not **exceed a maximum of one thousand (1000) words**.
- **Form 3:** The words in the school motivation form (**Form 3**) should **not exceed a maximum of seven hundred and fifty (750) words**.



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7.6 The NTA checklist:

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

NTA CHECKLIST TABLE

<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
Proof of SACE registration	Yes/No
ID Document (certified)	Yes/No
SCHOOL/CENTRE STAMP	Yes/No
Initials and surname of the adjudicator:	
Adjudicator's signature:	

7.6 Disqualification

Please note the following disqualifying criteria will apply; failure to adhere will result in the nominee(s) being disqualified:

- a) Incomplete forms;
- b) Nominees signing their own nomination forms
- c) Corrections or alterations on forms 1 and 3;
- d) Forms not received on time as determined by the Province;
- e) None submission of certified proof of SACE registration, or proof of provisional registration which has not expired; or certified copy of a SACE letter confirming registration or SACE registration number on salary advise next to



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SACE deduction must be submitted..

- None submission of copy of certified ID submitted with nomination forms;
- Entering more than one category at a time will lead to disqualification;
- Absence of a school stamp on Form 3;
- False information; and
- Not adhering to the requirements of 2 years of teaching for all categories except for the Lifetime Award which requires 30 years without a break in service.

7.8 Choosing a winner

Choosing the NTA finalist by an adjudication panel

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

7.8.1 The teacher/team's presentation:

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

- a) Adjudicators will ask questions under the key areas.
- b) Teachers will be allocated five (5) minutes before the start to set up their presentation.
- c) Teachers who prefer to use another method for presentations, e.g., use a poster will be allowed to do so within the stipulated thirty-five (35) minutes or forty-five minutes depending on the category;
- d) The nominees are allowed to do code switching to a language they are more comfortable with during the presentation. Code switching is limited to a few words and/or phrases; and
- e) Teachers are encouraged to present the specific criteria before the general criteria.

7.8.2 Regarding the issue of use of learner photographs:

Teachers are:

- (a) Allowed to use learners' photographs which show interaction in class, field excursions, singing in choirs, etc. **No parental consent is required in this sentence.**



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- (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 children and young people.

7.8.3 Dress code:

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

7.8.4 Verification visits:

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



8. DISPUTES

In resolving a dispute, the following steps should be followed at cluster, district, provincial and national levels.

Step –by-step guide on what to do when dealing with disputes

First step:

Before you lodge a complaint, it is advisable to:

- Familiarise yourself with the rules governing the NTA and identify the particular rule you feel has been handled in a manner that violate your rights. Speak to your colleagues, supervisor, or another manager whom you trust;
- Identify the specific issue that you are objecting to, when the decision was made, or when you were effectively notified of the decision. This is very important for the timelines, should you decide to proceed with contesting the decision through the internal dispute resolution process and
- If you consider that there has been an issue that violate your rights and you are unable to resolve the matter informally, you may then contest such a decision through the formal mechanism provided.

Second step

When lodging a dispute, ensure that you follow the following steps:

- (a) Send a detailed report to the chairperson of the adjudication panel quoting all relevant information such as the subject of dispute, reason/s, the date and time of the occurrence;
- (b) In your report, explain clearly the decision you wish to contest, who made the decision and when, how it violates your rights and why you believe the decision was improper or unlawful;
- (c) Make copies of any correspondence so that it would be easy to produce proof should it be necessary;
- (d) When you send/deliver your report, make sure that you have the details of the person who received the report including the time of acceptance/delivery. You can also ask the person to attach his/her signature;
- (e) When the chairperson of the adjudication panel receives the report, he/she needs to set up a review panel which should consist of people who were not members of the adjudication panel and are not affected by the outcome of the decision;
- (f) The review panel will examine the facts of the case, and will conduct, where necessary, oral proceedings and/or document analysis;
- (g) At the end of the review, the panel should have a written agreement/resolution;
- (h) Apart from it being enforceable, it gives the decision legitimacy, and serves as guidance if a similar problem arises in future;
- (i) The NTA manager should ensure that resolutions are in line with the rules of the NTA;
- (j) The manager should document the resolution taken by the review panel and record whether the aggrieved teacher agreed to the resolution;



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- (k) If it is determined that an improper decision has been made, the NTA management team will ensure that the appropriate remedy is undertaken.
- (l) The complaint should receive a response within seven (7) days of lodging the dispute.

Third step:

- (a) When no resolution through informal means can be arrived at, and when the result of the management evaluation is not to the satisfaction of the teacher, the teacher can file an application to the next level of the NTA;
- (b) This has to occur no more than seven (7) days after the teacher received notification of the contested decision; and
- (c) The same process that was followed in **step 2** should be followed.

Fourth step

In cases where no agreement could be reached on a dispute, the matter should be brought to the attention of the Provincial Education Departments (PDEs) and DBE's whose decision will be final;

General remarks;

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

9. General matters:

- All material submitted for NTA must be in English;
- All the material that has been submitted for the NTA will not be returned to all the participants and will be used by the DBE for educational purposes;
- A separate form must be used for each category.
- The category for each nominee must be clearly marked;
- The school must ensure that the Nomination Forms, Self/Team Portrait forms and the School Motivation Forms are clearly completed;
- These forms must be sent to the District Office by the **date determined by the province; and**
- Teachers are free to make photocopies of the Nomination Form or access forms via the website of the Department of Basic Education: www.education.gov.za and the Thutong Portal: www.thutong.org.za



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NOMINATION FORM 1 2018

To be completed by the Nomination Team. Note the eligibility and disqualification criteria in the NTA Information Guide. All forms must be handed in to the district on or before the date determined by the relevant Provincial Education Department.

Category of nomination (Please refer to the NTA Information Guide):

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

Title	First Name	Surname	Mobile Number

School/Centre Details:

School Name			EMIS No.	
Name of Principal				
Type of School	Primary/Secondary/Combined/Full Service/LSEN/ECD Centre			
School/Centre Physical Address				
Telephone No.	()	Fax No.	()	
E-mail Address			Cell No.	
District/Region				

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	

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