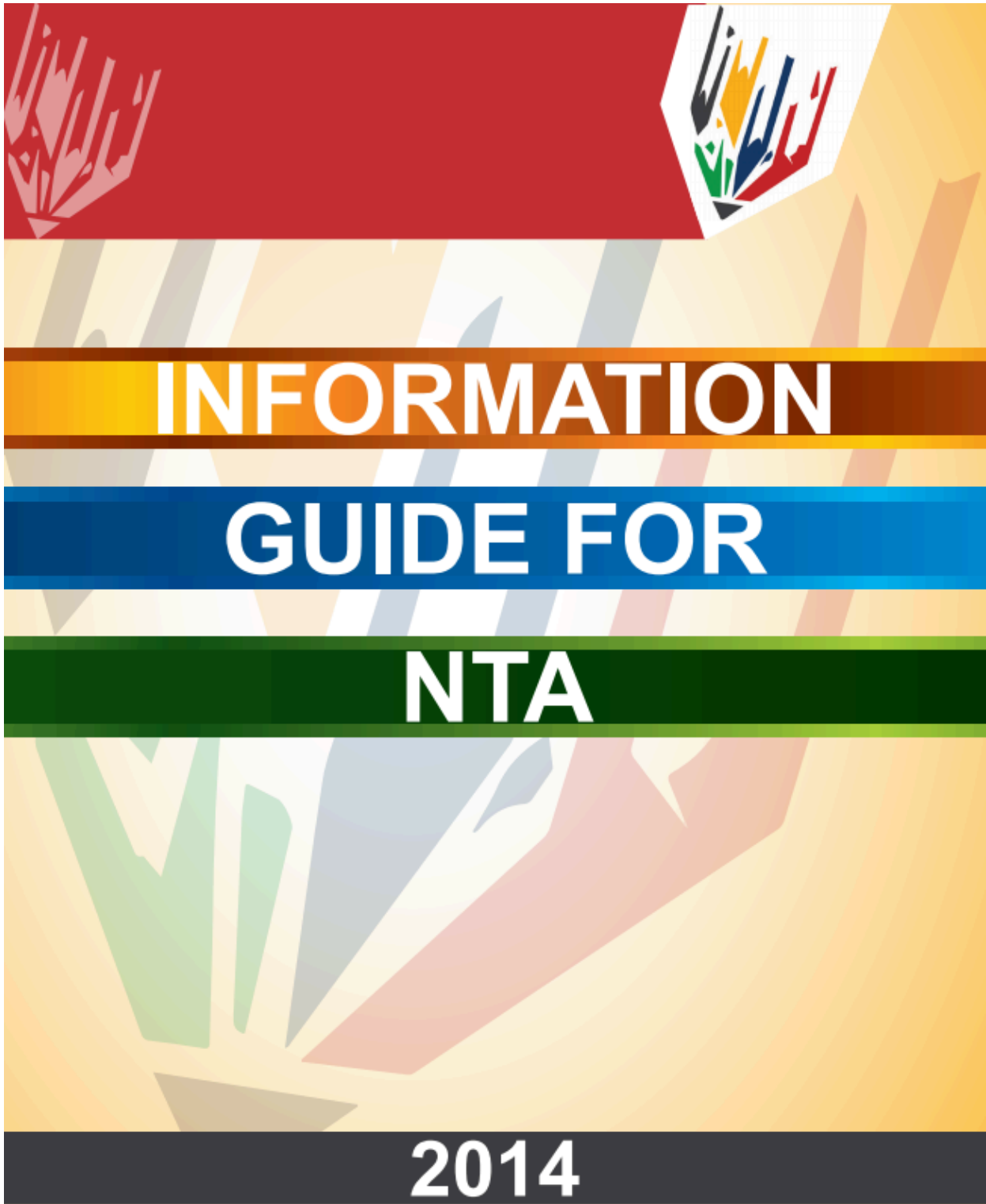




INFORMATION GUIDE FOR NTA

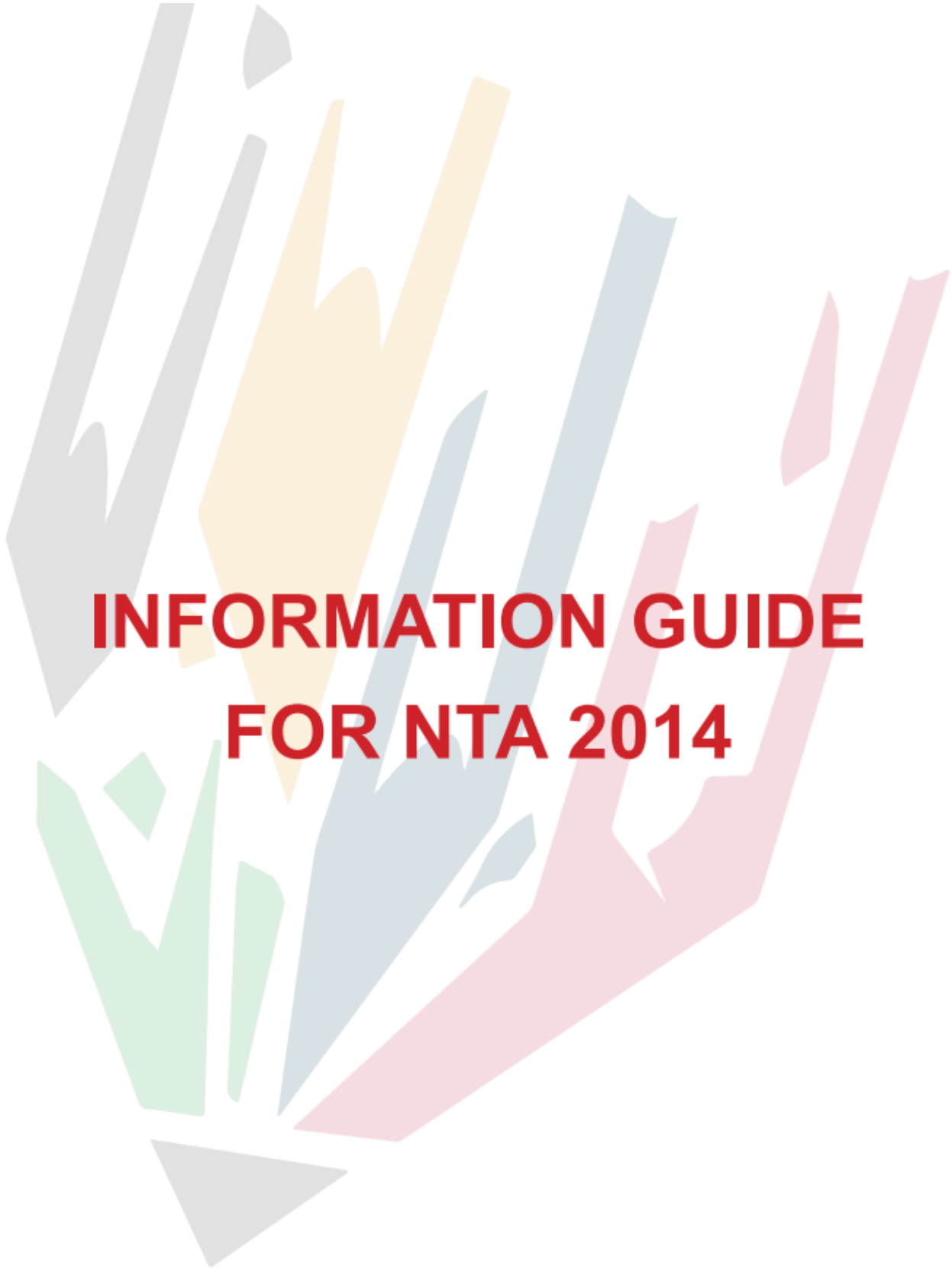
2014



basic education

Department:
Basic Education
REPUBLIC OF SOUTH AFRICA





INFORMATION GUIDE FOR NTA 2014



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Definition of terms

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

Excellence: To maintain high standards of performance, professionalism and aim to be the best in everything including being fair, ethical and trustworthy.

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 forms a team.

Primary School: From Grade 1 to 7.

Secondary School: From Grade 8 to 12.

Grade R Category: All public schools and the ECD centres/sites registered with the Department of Basic Education and/or Department of Social Development.

Special Needs and Inclusive Teaching: For public ordinary, special and full-service schools (including itinerant learning support teachers, therapists and psychologists).

Technology-Enhanced classroom teaching:

To add technology in day to day classroom teaching activities by teachers in public schools, mainstream and full service schools.

School Community:

This includes parents, teachers, learners, the business sector, local community and organisations , teacher unions, and SGB.

Governance Structure refers to School/ECD centres Governing Body.

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Diversity:

Differences in people, taking into account the following aspects: culture, language, geographical background, ability, age, economic and social background in your school setting.

Social Goals:

This refers to matters such as human rights, inclusivity, and environmental and social justice (as described in the National Curriculum Statement).

Social Cohesion Issues: Among other things, this refers to the following:

- Demographic Representation
- Gender
- Race Relations
- Constitutional precepts such as redress and access and the importance of teaching in achieving social goals.

Context:

This refers to learners' needs, interests and background (social, economic, political, cultural, etc.)

Introduction

The National Teaching Awards Scheme was conceptualised and launched in 2000 and now enters its fifteenth 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 2014.

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.



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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.

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

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

Categories and Awards

The Categories are:

- Excellence in Primary School Teaching
- Excellence in Secondary School Teaching
- Excellence in Primary School Leadership
- Excellence in Secondary School Leadership
- Excellence in Grade R Teaching
- Excellence in Special Needs and Inclusive Teaching
- Excellence in Technology–Enhanced, Teaching and Learning Award
- Excellence in Mathematics teaching (FET);
- Excellence in Physical Science teaching (FET);
- Lifetime Achievement Award

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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

PDE: Provincial Department of Education

EWP6: Education White Paper 6

ICT: Information and Communication Technology

Criteria for Nomination

All entries will be assessed against the general criteria and the specific criteria of the category entered for.

General criteria

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

- Race Relations
- Applies constitutional precepts such as redress and access
- Realises the importance of teaching for social goals
- HIV and Aids
- Substance abuse, crime and gangsterism
- Poor facilities and inadequate resources
- Diversity
- Gender Sensitivity



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Implementation of Basic Education policies

How the teacher understands, interprets and applies current policies and how these policies impact on their teaching practice.

Contribution to the ethos and morale of the school/centre

How the teacher:

- motivates and inspires learners and colleagues;
- is involved in programmes that unify the school community; and
- engages in continuing professional development activities, which have a positive impact on classroom activities.

Contribution to extra-curricular activities in the school community

How the teacher:

- encourages learners and colleagues to participate in extra-curricular activities; and
- succeeds in using extra-curricular activities for the holistic development of learners.

Specific criteria

Excellence in Primary School Teaching

Creatively engage learners with the curriculum to enhance their learning experience, using:

- knowledge and skills to identify learners' strengths and weaknesses, to choose appropriate teaching and learning strategies;
- learner-centred techniques that provide for acquiring of basic skills and knowledge and promotion of critical thinking and problem solving; and

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- creative and innovative methods which are relevant to the learners' developmental levels to teach Curriculum Assessment and Policy Statements (CAPS).

Contribute to the personal development of learners by communicating effectively with them about their performance and progress by:

- keeping comprehensive records of planning and learner progress and ensuring that these are accessible;
- actively involving learners in their own assessment in a way that fully supports their needs and the development of their skills, attitudes and knowledge;
- giving insightful, regular, consistent and timeous feedback, which is built into lesson designs and is available to all stakeholders; and
- providing opportunities for learners to link curricular activities with real life experiences (for example, learners undertake an educational tour).

Adapt learning and teaching strategies to meet the needs of individual learners effectively by:

- using inclusive strategies and promoting respect for individuals and diversity;
- promoting learners' self-esteem so that they are motivated and self-disciplined;
- using different techniques to promote cooperative learning; and
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