

# 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.

## **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.



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

## 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





## 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

- 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
- organising space to enable all learners to be productive and engaged in learning.



## **Excellence in Secondary School Teaching**

**Creatively engage learners with the curriculum to enhance their learning experience by:**

- using knowledge and skills to identify learners' strengths and weaknesses to choose appropriate teaching and learning strategies;
- using learner-centred techniques that provide for acquisition of basic skills and displaying excellent content knowledge of relevant learning to promote critical thinking and problem solving;
- creatively and innovatively adhering to curriculum planning that incorporates the use of CAPS; and
- balancing curricular needs and the context of the learner within the suggested time frame.

**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;
- 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;
- giving insightful, regular, consistent and timeous feedback that is built into lesson designs and is available to all stakeholders; and
- providing guidance and support to learners using the curriculum for career and life choices.

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

- using inclusive teaching and learning strategies and promoting respect for individuality and diversity;
- promoting learners' self-esteem so that they are motivated and self-disciplined;
- using different techniques to promote research skills and independent learning; and
- organising space to enable all learners to be productively engaged in learning.

## **Excellence in Primary School Leadership**

### **Demonstrate positive and clear leadership in directing and guiding the school, centre or community by:**

- using resources optimally and creatively, bearing in mind the vision, mission and goals of the institution, including making resources accessible to the school community;
- 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;
- keeping comprehensive and up-to-date records that meet requirements in terms of accepted practices and/or developmental requirements; and
- delegating tasks appropriately to colleagues for the purpose of capacity building.



## **Create and sustain a stimulating and supportive learning and teaching environment at the school or centre by:**

- translating strategic objectives into action plans, thereby inspiring colleagues and engendering trust;
- keeping monitoring mechanisms in place to promote the implementation of strategic objectives and policies;
- working with colleagues and consulting with all stakeholders to effect improvements on an on-going basis;
- remaining approachable, sharing information and providing support, while encouraging independent thinking and innovation; and
- showing active awareness of transformational issues and responding positively to inclusivity and social cohesion issues within the context of the school, centre or community.

## **Create and foster links between the school centre and real life situations for the benefit of the school, centre or community by:**

- actively seeking solutions to school, centre or community problems and leading in carrying out suggested solutions;
- providing leadership in creating partnerships with relevant external organisations or institutions;
- encouraging and motivating others (colleagues) to take leadership roles within and beyond the school or centre; and
- consistently showing leadership by dealing with issues of diversity, personal attitudes and the beliefs of others with skill, consideration, sensitivity and understanding.

## Excellence in Secondary School Leadership

### **Demonstrate positive and clear leadership in directing and guiding the school, centre or community by:**

- using resources optimally and creatively, bearing in mind the vision, mission and goals of the institution, including making resources accessible to the school community;
- providing staff induction, mentoring and coaching to encourage teachers to do more than what is required;
- keeping comprehensive and up-to-date records that meet requirements in terms of accepted practices and or developmental requirements; and
- delegating tasks appropriately to colleagues for the purpose of professional development.

### **Create and sustain a stimulating and supportive learning and teaching environment at the school or centre by:**

- translating strategic objectives into action plans, thereby inspiring colleagues and engendering trust;
- keeping monitoring mechanisms in place to promote the implementation of the strategic objectives and policies;
- working with colleagues and consulting with all stakeholders to effect improvements on an on-going basis;
- remaining approachable, sharing information and providing support while encouraging independent thoughts and innovation; and
- showing active awareness of transformational issues and responding positively to inclusivity and social cohesion issues within the context of the school, centre or community.



### **Create and foster links between the school centre and real life situation for the benefit of the school, centre or community by:**

- actively seeking solutions to school, centre, or community problems and taking the lead in carrying out suggested solutions;
- providing leadership in creating partnerships with significant external organisations or institutions;
- encouraging and motivating colleagues to take leadership roles within and beyond the school or centre; and
- consistently showing leadership by dealing with issues of diversity, personal attitudes and the beliefs of others with skill, consideration, sensitivity and understanding.

### **Excellence in Grade R Teaching**

#### **Creatively engage learners with the curriculum to enhance their learning experience by:**

- using knowledge and skills to identify learners' strengths and weaknesses to develop teaching strategies;
- using learner-centred techniques that provide for acquiring basic skills, knowledge and promotion of critical thinking and problem solving;
- creatively and innovatively adhering to CAPS requirements as relevant to the learners' developmental levels; and
- 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.

#### **Encourage young learners to become independent and confident by:**

- using developmentally appropriate communication approaches to enable learners to express themselves with confidence;
- teaching various memory skills to help learners to recall experiences;

- applying learner-centred approaches so that learners are capable of carrying out simple life skills and instructions;
- creating a supportive and caring environment that helps children to manage their own behaviour; and
- using an inclusive and unbiased approach to promote learners' self-esteem so that they are motivated and confident.

### **Foster links between the school, centre and the community by:**

- actively seeking solutions to school, centre, or community problems and taking a lead in carrying out suggested solutions;
- establishing respectful and cooperative relationships with co-workers and families;
- consistently showing skill, consideration, sensitivity and understanding in dealing with issues of diversity, personal attitudes and the beliefs of others; and
- using or involving partners and services in other sectors to the benefit of the learner, school, centre and/or community.

### **Create and sustain a stimulating and supportive learning and teaching environment at the school or centre by:**

- using resources optimally and creatively to the benefit of the school, centre and the community;
- keeping outstanding records of planning and learner progress and ensuring that these are accessible;
- keeping comprehensive and up-to-date records that meet requirements in terms of accepted practices and/or developmental requirements;
- showing active awareness of transformational issues and responding positively to inclusivity and social cohesion issues within the context of the school, centre or community;
- giving insightful, regular, consistent and timeous feedback, which is built into lesson designs and is available to all stakeholders;





- 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; and
- organising space to enable all learners to be productively engaged in learning and development, as well as creating a safe and healthy environment.

## **Excellence in Special Needs and Inclusive Teaching**

### **Creatively engage learners with the curriculum to enhance their learning experience by:**

- using knowledge and skills to identify learners' strengths and weaknesses to choose appropriate teaching and learning strategies;
- using learner-centred techniques that provide for acquiring basic skills, and displaying excellent content knowledge of relevant subjects to promote critical thinking and problem solving;
- planning for resources that are relevant to the learners' developmental and special needs (and improvising where necessary); and
- adapting the curriculum to suit the needs of the learners within the confines 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.

### **Communicate learners' progress effectively to both learners and their families, listen and respond constructively to their views by:**

- keeping comprehensive records of planning and learner progress and ensuring that these are accessible;
- giving insightful, regular, consistent and timely feedback, which is built into lesson designs and is available to all stakeholders;
- providing guidance and support informed by the curriculum, for career and life choices to learners and parents;

- using appropriate language for teaching and learning to the benefit of learners; and
- recognising the involvement of parents in the school or centre.

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

- 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).
- promoting learners' self-esteem so that they see themselves as part of the society;
- using different techniques to promote skills and attitudes that lead to independent learning;
- organising space to enable all learners to be productively engaged in learning; and
- displaying appropriate knowledge of relevant policies and legislation and how to implement them.

### **Create and foster links between the school or centre and other organisations to the benefit of the school, centre or community by:**

- actively seeking solutions to school, centre, or community problems and taking a lead in carrying out suggested solutions;
- providing leadership in creating partnerships with relevant external organisations or institutions;
- creating opportunities for the school to be a resource centre to the community and other organisations;
- identifying challenges and making referrals to appropriate support services for intervention and placement; and
- identifying the special skills and knowledge required by learners for them to obtain employment when they leave school.



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

## **Category specific criterion**

The nominees for this category should demonstrate the following attributes:

### **Scope of teacher's ICT application attributes**

- The use of ICT's to enhance teaching and learning in the classroom. (Teaching and learning, project work, mobile-devices, collaboration or community engagement).
- Working with other teachers, other schools, ICT specialists outside of the school

### **Teacher's ICT Attributes**

The teacher is able to demonstrate:

- exceptional use of ICT in teaching and learning in the classroom;
- being a role model to others in their use of ICT;
- being creative and bringing flair to the way they teach and use ICT both in and out of the learning environment; and
- using the tools of communications in ICT to promote dialogue and collaboration.

### **ICT application in the classroom or school**

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.
- Administrative tool to increase productivity.

- Resource tool for curriculum integration.
- Communication tool.
- Research information tool.

### General impact

- 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);
- 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
- Working Resources.

### Impact on learners

How many of the following attributes were evidently imparted to learners through the use of ICT in the classroom or school?

- **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.



## Lifetime Achievement

### Fostering links between the school, centre and community by:

- contributing to the social, cultural and economic development of the school, centre or community;
- actively seeking solutions to school, centre or community problems and taking a lead in carrying out suggested solutions;
- providing leadership in creating partnerships with relevant external organisations or institutions; and
- encouraging and motivating others (colleagues) to take leadership roles within and beyond the school or centre.

### Sustain a high level of achievement and commitment throughout a long teaching career by:

- receiving results, awards and recognition over a long period of time, e.g. awards from PDEs and other organisations;
- 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);
- facing and overcoming challenges in and outside the school; and
- having tangible proof of high performance and achievement in teaching and how this affected the lives of people.

### Encourage learners to expect the best from themselves in the face of negative socio-economic conditions by:

- Promoting learners' self-esteem, encouraging active participation in school and community activities, and motivating learners to excel;
- Making efforts to retain learners from different backgrounds in the school or centre;
- Using knowledge and skills to identify learners' strengths and weaknesses, and providing appropriate interventions; and

- Taking sustainable initiatives to support learner interests and needs.

### **Earning the respect of learners and colleagues by:**

- showing appropriate human relation skills in communicating with the school community;
- receiving and responding to constructive feedback from learners, colleagues and parents; and
- consistently showing leadership by dealing with issues of diversity, personal attitudes and the beliefs of others with skill, consideration, sensitivity and understanding.

### **Demonstrating positive and clear leadership (not limited to school management teams) in directing and guiding the school/centre or community by:**

- setting attainable goals and expectations for the school, centre or community (strategic leadership);
- delegating tasks appropriately to colleagues for the purpose of capacity-building, but still accepting accountability;
- providing staff induction, mentoring and coaching to encourage teachers to do more than what is required, with eagerness; and
- managing change innovatively and minimising unnecessary uncertainty. responding positively to social cohesion issues.

### **Excellence in teaching Mathematics (FET)**

#### **Excellence in teaching and supporting learning by the:**

- develop learners' appreciation and understanding of Mathematics;
- creative use of learning materials and helping learners to master material;
- improve teaching skills over time;
- use technology within appropriate contexts, and promotion of Mathematics inside and outside the school.



- encourage learners to pursue a career in Mathematics, including teaching;
- on-going review and enhancement of own professional practice;
- enthusiasm for the subject;
- ability to motivate learners to learn; and
- effective organisational skills.

### **Learner Focus by means of:**

- the promotion of positive relationships among learners;
- encouraging cooperation among learners through group work or projects, collaborative learning communities, or other mechanisms;
- engaging learners as full partners in the learning process, with learners assuming responsibility for their own choices;
- communicating high expectations; and
- engaging learners in activities outside of the classroom such as clubs, organisations, tutoring, field trips, or similar activities.

### **Subject competence proven by:**

- the possession of specific knowledge and skills in Mathematics;
- maintaining knowledge through discipline-related professional development;
- participation in professional development that demonstrates growth as a teacher;
- membership of professional associations; and
- engagement in activities that reflect knowledge in the field.

### **Personal Attributes evident in:**

- modelling life-long learning;
- engaging in positive working relationships with learners and colleagues, and/or community;
- affirming and participating in shaping a school's culture (mission, vision, and values); and
- demonstrating clear reasoning skills.

### **Excellence in teaching Physical Science (FET)**

#### **Excellence in teaching and supporting learning in:**

- the development of learners' appreciation and understanding of Physical Science;
- the creative use of learning materials and helping learners to master material;
- the improvement of teaching skills over time,
- the use of technology within appropriate contexts, and promotion of Physical Science inside and outside the school;
- encouraging learners to pursue a career in Physical Science including teaching;
- on-going review and enhancement of own professional practice;
- enthusiasm for the subject;
- the ability to motivate learners to learn; and
- effective organisational skills.





### **Learner Focus obtained by:**

- the promotion of positive relationships among learners;
- encouraging cooperation among learners through group work or projects;
- collaborative learning communities, or other mechanisms;
- engaging learners as full partners in the learning process, with learners assuming responsibility for their own choices;
- communicating high expectations; and
- engaging learners in activities outside of the classroom such as clubs, organisations, tutoring, field trips, or similar activities.

### **Subject competence proven by:**

- the possession of specific knowledge and skills in Physical Science;
- maintaining knowledge through discipline-related professional development;
- participation in professional development that demonstrates growth as a teacher;
- membership of professional associations; and
- engagement in activities that reflect knowledge in the field.

### **Personal Attributes evident in:**

- modelling life-long learning;
- engaging in positive working relationships with learners and colleagues, and/or community;
- affirming and participating in shaping a school's culture (mission, vision, and values); and
- demonstrating clear reasoning skills.

## Nomination for the Kader Asmal Excellence

**The Kha Ri Gude Volunteer awards categories for /2014/15 are:**

- KRG Volunteer Educator
- KRG Volunteer Supervisor
- KRG Volunteer Coordinator
- KRG Inclusive Education Volunteer Educator
- KRG Inclusive Education Volunteer Supervisor
- KRG Inclusive Education Volunteer Coordinator

**Additional categories for the 2014/15 KRG awards (new categories)**

- KRG volunteer Monitor
- KRG inclusive Education Monitor

**Please note that the above two categories will be included if funds permit.**

### Rules pertaining to the National Teaching Awards

**Each school/centre shall receive booklets, which contain the following:**

General Information

Rules Pertaining to the National Teaching Awards 2014

2014 NTA - Nomination Form (Form 1)

2014 NTA - Team/Self Portrait Form (Form 2)

2014 NTA - School Motivation Form (Form 3)



## How to nominate

- The principal/chairperson of nomination team must organise a nomination meeting that would include the School Governing Body (SGB) to discuss the nomination process
- 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 a particular given criteria.
- Once suitable teachers/teams have been nominated, their names must be filled in on the Nomination Forms provided.
- District/Regional Officials may also nominate in consultation with the school governance structures.

## Who should sign the 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 motivate why such a person was chosen to sign.
- Even in the case where the District/Regional Official nominates, it is still necessary for the Principal/School Management Team nominee/SGB to sign the forms.

## Please note:

- A separate form must be used for each **category**. A school is provided with enough booklets and must use the attached forms for the categories entered in.
- 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**.

- 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](http://www.education.gov.za) and the Thutong Portal: [www.thutong.org.za](http://www.thutong.org.za)

## Disqualification

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

- Incomplete forms
- Nominees signing their own nomination form
- Corrections or alterations on forms 1 and 3
- Forms not received on time as determined by the Province
- No copy of certified SACE certificate submitted in pack
- No copy of certified ID submitted in pack
- Nominees are limited to one category at a time entering for more than one category will lead to disqualification.
- No school stamp on the Nomination Form (Form 1) and School Motivation Form (Form 3)
- False information

## Eligibility

### The team or nominee must:

- Be a serving teacher in a public school registered with the Department of Basic Education in South Africa.
- Be employed by the Department of Basic Education or a School Governing Body.
- 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.



- Have been working for at least two years in any of the above institutions in South Africa without a break of service (except for the Lifetime Achievement Award, a minimum of 30 years without a break of service in a public school/centre in South Africa is an eligibility).
- Be a South African citizen and if a team be made up of South African citizen/s.
- Be willing to:
  - Be interviewed for 35 minutes. This will apply to all the categories excluding the Lifetime Achievement Award and the Technology Enhanced Teaching and Learning Award. For the Lifetime Achievement Award, the interview will be 45 minutes long.
  - Make a PowerPoint presentation of no longer than 15 minutes if the nominee and/or team is/are entered for Excellence in Technology Enhanced Teaching and Learning award. Afterwards, he/she/they will be interviewed for 20 minutes.
- Produce certified proof of SACE registration.
- Not enter if they have previously won the National Teaching Awards at provincial and national level. They will only be eligible for nomination after five years from the year of receipt of the award unless if it is in another category.
- Not be allowed to enter for the classroom and Special Needs categories if they are School Principals and Deputy Principals. They will only be allowed if they teach for more than 50% of the allocated time.
- Enter for leadership categories only for if they are School Principals and Deputy Principals categories.
- Enter for Excellence in Special Needs teaching awards if they are Post Level 1 teachers. 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 delivering the curriculum in a differentiated way.

## Guidelines for National Teaching Awards Exhibition Poster Design

- Participants in the National Teaching Awards are requested to compile a poster of their work.
- These will be displayed at an exhibition that will precede the gala dinner early in the following year.
- A one by one m 2 (1 m 2) poster as summary of the evidence.
- Please use a background size not exceeding 1 square metre to present your work a black background is preferable, but if black is not available another colour is acceptable.
- Mounting of the material for presentation will be done by the organisers of the exhibition.

**N.B:** Please attach the following information on the poster (please do not glue it to the front of your poster):

- your name;
- the name of your school;
- the location of your school in terms of village/town/city/ province
- the grade/s you are teaching/your position
- the category that you have been participating in as a finalist in the National Teaching Awards;
- A thought (150 words) on what the National Teaching Awards mean to you as a teacher.
- The poster could include the following elements:
  - written explanations of the special project/teaching that you think earned you your nomination;
  - the background to the project or innovative methodology;
  - how is this introduced in your classroom /school/centre;
  - the outcomes (successes/challenges); and
  - Photographs/illustrations/art work.



Notes

## Notes









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