



**National
Teaching
Awards**

NOMINATION GUIDE

26TH NATIONAL TEACHING AWARDS



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Definition of terms

For this guide, the following definitions should apply:

Term	Definition
Adjudicators	Refers to specialists from DBE, experts and officials from stakeholders who adjudicate the National Teaching Awards.
Adjudication	A structured evaluation where nominees are assessed against general and specific criteria.
Citizenship	Refers to citizenship acquired in terms of South African Citizenship Act 88 of 1995 by birth and descent and EXCLUDES citizenship acquired through naturalization.
Diversity	Differences in people, considering the following aspects: culture, language, geographical background, and ability, and age, economic and social background in your school setting. Diversification in teaching methods, strategies and assessment through accommodating all learners.
Inclusivity	According to Education White Paper 6 (SA, 2001) inclusion is about accommodating the needs of all learners, irrespective of disability, cultural and socio-economic background. Additionally, it refers to a change to accommodate attitude, behavior, 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.
SIAS Policy	This refers to the policy on Screening, Identification, Assessment and Support, which is aimed at ensuring that all learners of school-going age, who experience barriers to learning, including those who are disabled, will be able to access inclusive, quality, free, primary and secondary education on an equal basis with other young people in the communities in which they live.
Excellence	To maintain high standards of performance, professionalism and aim to be the best in everything including being fair, ethical and trustworthy.
Fourth Industrial Revolution	The Fourth Industrial Revolution (4IR) is the fourth major industrial era since the initial Industrial Revolution of the 18 th century. It is more than just technology-driven change; it is an opportunity to help everyone, including leaders, policymakers and people from all income groups and nations, to harness converging technologies to create an inclusive, human-centered future.
Professional Teacher Development	This refers to a lifelong learning of teachers intended to develop their professional knowledge, competence, skill and effectiveness.
Social Cohesion Issues	Among other things, this refers to the following: <ul style="list-style-type: none"> • Demographic representation. • Gender. • Race relations; and Constitutional precepts such as redress, access, and the importance of teaching in achieving social goals.
South African Council for Educators (SACE)	Professional council for educators, that aims to enhance the status of the teaching profession through appropriate Registration, management of Professional Development and inculcation of a Code of Professional Ethics for all teachers
Vetting	Vetting is the process done through SACE to check whether the teacher is registered and does not have pending cases. .
Verification	The process where provinces visit candidates who participated in the NTA to verify the authenticity of the presentation done during the adjudication process. National verify the NTA process (Advocacy and adjudication process).

1. Introduction

- The National Teaching Awards (NTA) scheme is a vital initiative by the Department of Basic Education (DBE) to acknowledge the extraordinary efforts of teachers, often in challenging conditions. These educators offer better futures for learners, as quality education is crucial in addressing social, political, and economic challenges, including poverty, prejudice, and conflict.
- Acknowledging and celebrating teachers is essential, as they play a pivotal role in overcoming these issues and enriching education. The concept of recognizing teachers has gained worldwide prominence, encouraging South African educators to participate and shine on the global stage.

Some awards available to teachers include:

- The African Union Continental Teachers' Award
- The Global Teacher Prize
- The Commonwealth Education Award

By participating in these awards, teachers not only gain recognition but also contribute to the advancement of the education sector in South Africa

2. The key objectives of the NTA are to:

- 2.1 Focus public attention on the positive aspects of Basic Education, thereby raising the public image of the teaching profession.
- 2.2 Recognize and promote excellence in teaching performance.
- 2.3 Honor dedicated, creative and effective teachers and schools.
- 2.4 Encourage best practice in schools.
- 2.5 Improve the well-being of learners, highlight the initiatives that remove barriers and build resilience especially for the disadvantaged groups (Commonwealth Education Awards).
- 2.6 Create an environment that will encourage and sustain investments in education and learning (Commonwealth Education Awards).
- 2.7 Work towards the achievement of Sustainable Development Goal (SDG 4) (Commonwealth Education Awards).
- 2.8 Provide the South African teachers with an opportunity to compete with the best teachers in Africa and globally through the African Union Teacher Prize, the Commonwealth Education Awards, and the Global Teacher Prize (GTP).
- 2.9 Afford South Africans, the opportunity to publicly appreciate all outstanding teams or individual teachers in schools.

3. Categories of the National Teaching Awards (NTA)

- There are fifteen categories for this edition.
- The evaluation criteria are divided into general and specific criteria and teachers are expected to respond to these criteria during the formal adjudication process.
 - 3.1 Excellence in Grade-R Teaching.
 - 3.2 Excellence in Teaching Life Skills (Grade 1-6).
 - 3.3 Excellence in Primary School Teaching.
 - 3.4 Excellence in Primary School Leadership.
 - 3.5 Excellence in Secondary School Teaching.
 - 3.6 Excellence in Secondary School Leadership.
 - 3.7 Excellence in Inclusive Education Teaching.
 - 3.8 Excellence in Inclusive Education Leadership.
 - 3.9 Excellence in Teaching Mathematics (GET).
 - 3.10 Excellence in Teaching Mathematics (FET).
 - 3.11 Excellence in Teaching Natural Sciences.
 - 3.12 Excellence in Teaching Physical Sciences.
 - 3.13 Excellence in Technology – Enhanced Teaching and Learning.
 - 3.14 Kader Asmal Lifetime Achievement Award.
 - 3.15 National Best Teacher Award.

4. General Criteria

4.1 The general criteria and guiding questions are the same for all categories except for the National Best Teacher Award, Excellence in Inclusive Education Teaching and Excellence in Inclusive Education Leadership.

Criteria	Questions based on general criteria	Max score
1. Contribution to the ethos and morale of the school		
1.1 Engages in Continuing Professional Development activities, which have a positive impact on classroom activities.	1.1 Expand on how you engage in the Continuing Professional Development activities, which have a positive impact on classroom activities.	4
1.2 Application of mitigation strategies and methodologies applied regarding how the teacher will prepare for any epidemic or natural disaster/ outbreak that may affect the country and teaching and learning.	1.2 How did you/will you/do you respond or apply mitigation strategies/new methodologies as a way of responding to or preparing for any epidemic or natural disaster that may arise in future?	4
2. Future focused education		
2.1 Integration of the Fourth Industrial Revolution (4IR) skills and competences in teaching to prepare the learners for the future.	2.1 Explain how you integrate the Fourth Industrial Revolution (4IR) skills and competences in your teaching to prepare the learners for the future.	4
2.2 Helping learners to become global citizens through providing them with a value-based education that equips them for a world where they will potentially live, work and socialize with people from many different nationalities, cultures and religions.	2.2 Explain how you help learners to become global citizens through providing them with a value-based education that equips them for a world where they will potentially live, work and socialize with people from many different nationalities, cultures and religions. <i>NB. For Grade R-teachers the focus must be on life skills (positive mindset, high order thinking skills, community mindset, interpersonal skills, etc)</i>	4
3. Contribution to co- and extra-curricular activities in the school community		
3.1 How the teacher encourages learners and colleagues to participate in extra-curricular activities for the holistic development of learners.	3.1 How do you encourage learners and colleagues to participate in extra-curricular activities and use the extra-curricular activities for holistic developments of the learners?	4

Criteria	Questions based on general criteria	Max Score
4. Social justice issues:		
How the teacher deals with the impact and effects of the following social justice issues: 3.1 Race relations or social cohesion. 3.2 Diversity/inclusivity. 3.3 Poor facilities and inadequate resources. 3.4 Teenage pregnancy, or HIV and Aids, or other diseases. 3.5 Substance abuse, or bullying, or gangsterism. NB: Choose two (2) of the above and elaborate	How do you teach in a way that ensures that you address the impact and effects of the following social justice issues? 3.1 Race relations or social cohesion. 3.2 Diversity or inclusivity. 3.3 Poor facilities and inadequate resources. 3.4 Teenage pregnancy, or HIV and AIDS, or other diseases. 3.5 Substance abuse, or bullying, or gangsterism. NB: Choose two (2) of the above and elaborate	8
5. Professionalism in teaching		
5.1 Engaging in activities and networks that enhance the social and cultural value of learning.	5.1 Can you, by means of examples, tell us about the activities and networks that you are involved in that enhance the social and cultural value of learning?	4
5.2 Demonstrate the acquisition of knowledge and skills, as well as values for peace- building and responsible citizenship.	5.2 Explain how you demonstrate the acquisition of knowledge and skills, as well as values for peace-building and responsible citizenship.	4
5.3 Contribution to the teaching profession.	5.3 Enlighten us on how you have improved the teaching profession through: • Positive engagement with fellow teachers. • Helping colleagues overcome any challenges they face in school. • Encourage mutual learning.	4
SUB TOTAL		40

5. EXCELLENCE CATEGORIES: SPECIFIC CRITERIA

5.1 Excellence in Grade R Teaching

Criteria	Questions	Max score
1. Creatively engage learners with the curriculum to enhance their learning experience and competencies using:		
1.1 Knowledge, skills and competencies to identify learners' strengths and weaknesses, to choose appropriate teaching and learning strategies.	1.1 How do you apply knowledge, skills and competencies to identify learner's strengths and weaknesses to choose appropriate teaching and learning strategies?	5
1.2 Learner-centered techniques that provide for acquiring basic skills and knowledge and promotion of critical thinking and problem-solving skills (21 st century skills), in line with CAPS.	1.2 Mention the learner-centered teaching techniques that you use that provide for learners' acquisition of basic skills, knowledge and promotion of critical thinking and problem-solving skills (21 st century skills), in line with CAPS	5
1.3 Balancing curricular needs and the context of the learner; and teaching in diverse ways within the suggested time frame.	1.3 How do you keep a balance between curricular needs, context of the learners, and teaching in diverse ways within the suggested timeframe?	5
1.4 Having an impact on the community beyond the classroom that provide unique and distinguished models of excellence for the teaching profession and other professions.	1.4 How do you teach in ways that impact on the community beyond the classroom that provide unique and distinguished models of excellence for the teaching profession and other professions?	5
SUB TOTAL		20

2. Contribute to the personal development of learners by communicating effectively with them about their performance and progress by:		
2.1 Keeping comprehensive records of planning, learner progress, ensuring that these are accessible at any given time to all stakeholders.	2.1 Clarify how you keep records of learners' progress and ensure that they are accessible at any given time to all stakeholders.	5
2.2 Actively involving learners in their own assessment in a way that fully supports their competencies, skills, attitudes and knowledge.	2.2 Explain how you involve learners in their own assessment in a manner that supports their needs and development of their competencies, skills, attitudes and knowledge.	5
2.3 Giving insightful, regular, consistent and timeous feedback, which is built into lesson designs and is available to all stakeholders.	2.3 Elaborate on how you built into lesson designs feedback that is insightful, regular, timeous, consistent and available to all stakeholders.	5
2.4 Providing opportunities for learners to link curricular activities with real life experiences (educational tours, excursions, exhibitions, etc.). Provide evidence of the link between the activities and CAPS.	2.4 What opportunities do you provide learners to link curricular activities and real-life experiences (educational tours, excursions, exhibition etc.). Provide evidence of the link between the activities tour and CAPS?	5
SUB TOTAL		20

Criteria	Questions	Max score
3. Adapting learning and teaching strategies to meet the needs of individual learners effectively.		
3.1 Use different techniques to build learners' self-esteem, and cooperative learning so that learners are motivated, self-disciplined and independent.	3.1 In your teaching, how do you build learners' self-esteem and cooperative learning so that learners are motivated, self-disciplined and independent?	4
3.2 Organizing space to enable all learners to be productive and engaged in learning.	3.2 Describe how you organize space (indoors and outdoors) to enable all learners to be productive and engaged in learning.	4
3.3 Play-based approach in teaching involves both child-initiated and teacher-supported learning.	3.3 Please share your understanding of this approach and how you encourage children's learning and inquiry.	4
3.4 Teaching strategies that are replicable and scalable to influence the quality of education globally.	3.4 Please share the teaching strategies that are replicable and scalable to influence the quality of education globally.	4
3.5 Regular self-monitoring to ensure the implementation of strategic objectives and policies; and using results to improve practice.	3.5 Provide, with evidence, examples of how you apply self-monitoring tools, to ensure the implementation of strategic objectives and policies; and how you use results to improve your practice.	4
SUB TOTAL		20
TOTAL		60

5.2 Excellence in Teaching Life Skills (Grade 1 – 6)

Criteria	Question	Max Score
1. Subject competence and learner focus by means of:		
1.1 Holistic development of learners' appreciation and understanding of Life Skills to internalize the skills being taught.	1.1 What model have you developed to: a. Explain Life Skills topics to enhance the understanding of the content that accommodates diverse learning styles and abilities to enhance understanding and retention? b. Demonstrate how you have guided learners to achieve their full physical, intellectual, personal, emotional, social and creative potential.	5
1.2 Utilizing innovative learning resources, including technology, in relevant settings to enhance the development of Life Skills both within and beyond the classroom environment.	1.2 Elaborate on how you optimally use available resources to: a. Enhance teaching and learning in your Life Skills lessons. b. Promote Life Skills teaching inside and beyond the classroom. c. Collaborate with other professionals, such as social workers, school psychologists, and various stakeholders' community members. d. Enhance ICT integration in your Life Skills Lessons.	5
1.3 Support environmental wellness, which includes having good health, by occupying pleasant, stimulating environments that support well-being.	1.3 Elaborate on how you: a. Promote our interaction/ relationship with the planet and nature b. Create an enjoyable personal environment (both in and out of the classroom) c. Ensure learners take care of their personal surroundings (in terms of cleanliness, and being organized), to ensure they experience a greater sense of comfort and less anxiety.	5
1.4 Equip learners with holistic Life Skills that will enable them to take their rightful position which will enable them to make a meaningful contribution in changing their lives, and of their fellow citizens and beyond/ globally.	1.4 How do you equip learners with holistic Life Skills that will: Nurture their creativity, encourage self-expression, appreciation for cultural and artistic heritage and exercise their constitutional rights and become innovative individuals to empower them to fulfil their potential and have a positive impact on their own lives, as well as on their communities and the world at large?	5
Sub total		20
Criteria	Question	Max Score
2. Creatively engage learners with the curriculum to equip them with life skills that will enable them to deal with social challenges:		
2.1 Use different techniques to build learners' self-esteem, and cooperative learning so that learners are motivated, self-disciplined and independent.	2.1 In your teaching, how do you build learners' self-esteem and cooperative learning so that learners are motivated, self-disciplined and independent?	5
2.2 Awareness of common diseases, substance abuse, and factors leading to common diseases. Usage of different techniques to build learners' know-how to deal with challenging situations such as depression, grief, loss, trauma, crisis etc.	2.2 In your teaching, how do you do the following: a. Create an awareness amongst learners on common diseases, the dangers of substance abuse b. Which teaching strategies do you use to navigate through the sensitive content of building skills amongst learners to deal with challenging situations?	5
2.3 Engaging learners as full partners in the learning process, assuming responsibility for their own future choices and making informed decisions about their health and environment.	2.3 In your teaching approach, how do you: a. Effectively involve learners as active participants in the educational journey, encouraging them to take ownership of their choices and become advocates for their health and environment? b. Provide learners with exposure to experiences and basic skills in dance, drama, music, and visual arts including arts literacy and appreciation?	5
Sub total		15
3. Creatively engage learners on sexuality education to equip them with life skills that will enable them to make meaningful decisions:		
3.1 Teaching and learning of Comprehensive Sexuality Education (CSE) as a curriculum-based process about the cognitive, emotional, physical and social aspects of sexuality.	3.1 The introduction of CSE has been met with resistance in several quarters, what is your view on its introduction, and will it achieve its intended outcome?	5
3.2 Equip learners with knowledge, skills, attitudes and values that will enable them to realize their good health, well-being and dignity.	3.2 How do you use the scripted lesson plans on Comprehensive Sexuality Education in your teaching to nurture learners to develop respectful social and sexual relationships?	5

Criteria	Question	Max Score
3.3 Actively involving learners to capacitate them to make informed decisions about their health and safety in relation to unhealthy sexual behaviors	3.3 In your teaching, how do you create an awareness amongst learners about results of unhealthy sexual behaviors such as HIV and AIDS, and especially "Teenage pregnancy", which is on the rise and the role they can play to promote for their own health and safety?	5
Sub total		15
4. Creatively engage learners to develop their physical, intellectual, personal, and emotional well-being and knowledge of movement:		
4.1 Physical education and its importance.	3.1 As a Life Skills teacher, can you inform us of activities that you engage in that reflect your knowledge and skills of Physical Education as a study area, and the impact this has in your teaching; and 3.2 What are the benefits that learners can derive from active participation in Physical Education?	5
4.2 Engage learners with physical fitness activities and programmes that promote their wellbeing.	Elaborate on how you optimally use available resources and your teaching strategies to: a. Engage learners to participate in an outdoor recreational activity. b. Engage in long-term engagement in traditional and/or non-traditional sport or playground and/or community and/or indigenous games or relaxation and recreational activities; and 3.3 Ensure safety during physical fitness activities.	5
Sub total		10
TOTAL		60

5.3 Excellence in Primary School Teaching

Criteria	Questions	Max score
1. Creatively engage learners with the curriculum to enhance their learning experience and competencies using:		
1.1 Knowledge, skills and competencies to identify learners' strengths and weaknesses, to choose appropriate teaching and learning strategies.	1.1 How do you apply knowledge, skills and competencies to identify learners' strengths and weaknesses to choose appropriate teaching and learning strategies?	5
1.2 Learner-centered techniques that provide for acquiring basic skills and knowledge and promotion of critical thinking and problem-solving skills (21 st century skills), in line with CAPS.	1.2 Mention the learner-centered teaching techniques that you use that provide for learners' acquisition of basic skills, knowledge and promotion of critical thinking and problem-solving skills (21 st century skills), in line with CAPS?	5
1.3 Balancing curricular needs and the context of the learner; and teaching in diverse ways within the suggested time frame.	1.3 How do you keep a balance between curricular needs, context of the learners, and teaching in diverse ways within the suggested timeframe?	5
1.4 Having an impact on the community beyond the classroom that provide unique and distinguished models of excellence for the teaching profession and other professions.	1.4 How do you teach in ways that impact on the community beyond the classroom that provide unique and distinguished models of excellence for the teaching profession and other professions?	5
SUB TOTAL		20
2. Contribute to the personal development of learners by communicating effectively with them about their performance and progress by:		
2.1 Keeping comprehensive records of planning, learner progress, ensuring that these are accessible at any given time to all stakeholders.	2.1 Clarify how you keep records of learners' progress and ensure that they are accessible at any given time to all stakeholders?	5
2.2 Actively involving learners in their own assessment in a way that fully supports their competencies, skills, attitudes and knowledge.	2.2 Explain how you involve learners in their own assessment in a manner that supports their needs and development of their competencies, skills, attitudes and knowledge?	5
2.3 Giving insightful, regular, consistent and timeous feedback, which is built into lesson designs and is available to all stakeholders.	2.3 Elaborate how you build into lesson designs feedback that is insightful, regular, timeous, consistent and available to all stakeholders?	5
2.4 Providing opportunities for learners to link curricular activities with real life experiences (educational tours, symposium, career days, exhibition etc.). Provide evidence of the link between the tour and CAPS.	2.4 What opportunities do you provide learners to link curricular activities and real-life experiences (educational tours, symposium, career days, exhibition etc.). Provide evidence of the link between the tour and CAPS?	5
SUB TOTAL		20
3. Adapting learning and teaching strategies to meet the needs of individual learners effectively.		
3.1 Use different techniques to build learners' self-esteem, and cooperative learning so that learners are motivated, self-disciplined and independent.		5
3.1 In your teaching, how do you build learners' self-esteem and cooperative learning so that learners are motivated, self-disciplined and independent?		
3.2 Organizing space to enable all learners to be productive and engaged in learning.	3.2 Describe how you organize space to enable all learners to be productive and engaged in learning.	5
3.3 Teaching strategies that are replicable and scalable to influence the quality of education globally.	3.3 Please share the teaching strategies that are replicable and scalable to influence the quality of education globally.	5
3.4 Regular self-monitoring to ensure the implementation of strategic objectives and policies; and using results to improve practice.	3.4 Provide evidence examples on how you apply self-monitoring tools, to ensure the implementation of strategic objectives and policies; and you use results to improve your practice.	5
SUB TOTAL		20
TOTAL		60

5.4 Excellence in Primary School Leadership

Criteria	Questions	Max score
1. Demonstrate positive and clear leadership in directing and guiding the school, center or community by:		
1.1 Clarity and impact of mission and vision in the school community.	1.1 What is your mission and vision for the school, and what impact has its implementation produced in the school community?	5
1.2 Mentoring, supporting and providing staff development initiatives.	1.2 What staff development programmes have you initiated to ensure staff training and mentoring and how do you conduct monitoring and support in a manner that encourages teachers to do more than is required?	5
1.3 Keeping comprehensive and up-to-date records that meet requirements in terms of accepted practices and/or developmental requirements.	1.3 Explain how you keep comprehensive and up-to-date records that meet requirements in terms of accepted practices and/or developmental requirements?	5
1.4 Delegating tasks appropriately to colleagues for the purpose of professional development and capacity building initiatives to acquire Type 1 and 2 PD points.	1.4 Describe how you delegate tasks appropriately to colleagues for the purpose of professional development and capacity building initiatives to acquire Type 1 and 2 PD points?	5
SUB TOTAL		20

2. Create and sustain a stimulating and supportive learning and teaching environment at the school or center by:		
2.1 Translating strategic objectives into action plans, thereby inspiring colleagues and engendering trust.	2.1 Elaborate on how you translate strategic objectives into action plans, thereby inspiring colleagues and engendering trust?	5
2.2 Keeping regular monitoring mechanisms in place to promote the implementation of strategic objectives and policies; and providing regular feedback which is linked to the monitoring done.	2.2 What monitoring mechanisms have you put in place to promote the implementation of strategic objectives and policies, and how do you provide regular feedback which is linked to the monitoring conducted?	5
2.3 Working with colleagues to effect improvements on an on-going basis.	2.3 Share how you successfully work with colleagues to effect improvements on an on-going basis.	5
2.4 Remaining approachable, sharing information and providing support, while encouraging independent thinking and innovation.	2.4 How do you ensure that you remain approachable, share information and provide support, while encouraging independent thinking and innovation?	5
SUB TOTAL		20

Criteria	Questions	Max score
3. Create and foster links between the school, center and real-life situations for the benefit of the school, center or community by:		
3.1 Actively seeking solutions to school, center or community problems and leading in carrying out suggested solutions.	3.1 Explain the part you have played and/or continue to play in actively seeking solutions for the school, center or community problems and leading in carrying out suggested solutions.	8
3.2 Providing leadership in creating partnerships with relevant external organizations or institutions.	3.2 Explain your role in providing leadership in creating partnerships with relevant external organizations or institutions.	6
3.3 Encouraging and motivating others (colleagues) to take leadership roles that have an impact on the community beyond the classroom and provide unique and distinguished models of excellence for the teaching profession and others.	3.3 How do you encourage and motivate others (colleagues) to take leadership roles that have an impact on the community beyond the classroom and provide unique and distinguished models of excellence for the teaching profession and others?	6
SUB TOTAL		20
TOTAL		60

5.5 Excellence in Secondary School Teaching

Criteria	Questions	Max score
1. Creatively engage learners with the curriculum to enhance their learning experience and competencies using:		
1.1 Knowledge, skills and competencies to identify learners' strengths and weaknesses in the classroom.	1.1 How do you apply knowledge, skills and competencies to choose appropriate teaching and learning strategies that will assist in identifying learner's strengths and weaknesses in the classroom?	5
1.2 Learner-centered techniques that provide for acquiring basic skills and knowledge and promotion of critical thinking and problem-solving skills (21 st century skills), in line with CAPS.	1.2 Mention and briefly explain the learner-centered teaching and learning techniques that you use that provide for learners' acquisition of and promotion of critical thinking and problem-solving skills (21st century skills), as indicated in the CAPS.	5
1.3 Balancing curricular needs and the context of the learner; and teaching in diverse ways within the suggested time frame.	1.3 How do you keep a balance between curricular progress, context of the learners, and teaching in diverse ways within the suggested timeframe to ensure you meet all the identified needs?	5
1.4 Having an impact on the community beyond the classroom that provide unique and distinguished models of excellence for the teaching profession and other professions.	1.4 How do you teach in ways that impact on the community beyond the classroom (service learning) that will inspire and model excellence for the teaching profession?	5
SUB TOTAL		20
2. Contribute to the personal development of learners by communicating effectively with them about their performance and progress by:		
2.1 Keeping comprehensive records of planning, learner progress, ensuring that these are accessible at any given time to all stakeholders.	2.1 Clarify how you keep records of learners' progress and ensure that they are accessible at any given time to all stakeholders.	5
2.2 Actively involving learners in their own assessment in a way that fully supports their competencies, skills, attitudes and knowledge.	2.2 Explain how you involve learners in their own assessment in a manner that supports the development of their competencies, skills, attitudes and knowledge.	5
2.3 Giving insightful, regular, consistent and timeous feedback, which is built into lesson designs and is available to all stakeholders.	2.3 Elaborate on how you build into lesson designs feedback that is insightful, regular, timeous, consistent and available to all stakeholders.	5
2.4 Providing opportunities for learners to link curricular activities with real life experiences (educational tours, symposium, career days, exhibition etc.). Provide evidence of the link between innovation and curriculum.	2.4 What innovative opportunities do you provide learners to link curricular activities and real-life experiences (educational tours, symposium, career days, exhibition etc.)? Provide evidence of the link between innovation and curriculum.	5
SUB TOTAL		20
3. Adapting learning and teaching strategies to meet the needs of individual learners effectively		
3.1 Use different techniques to build learners' self-esteem, and cooperative learning so that learners are motivated, self-disciplined and independent.	3.1 In your teaching, how do you build learners' self-esteem and advance cooperative learning so that learners are motivated, self-disciplined and advance self-directed learning?	5
3.2 Organizing space to enable all learners to be productive and engaged in learning.	3.2 Describe how you organize available space to enable all learners to be productive and engaged in learning.	5
3.3 Teaching strategies that are replicable and scalable to influence the quality of education globally.	3.3 Do you apply teaching strategies that are replicable and scalable to influence the quality of education globally? Briefly explain your strategies.	5
3.4 Regular self-monitoring/development tools to ensure the implementation of strategic objectives and policies; and using results to improve practice.	3.4 Provide, with evidence, examples on how you apply self-monitoring/development tools, and how you use results to improve your practice.	5
SUB TOTAL		20
TOTAL		60

5.6 Excellence in Secondary School Leadership

Criteria	Questions	Max score
1. Demonstrate positive and clear leadership in directing and guiding the school, centre or community by:		
1.1 Clarity and impact of mission and vision in the school community.	1.1 What is your mission and vision for the school, and what impact has its implementation produced in the school community?	5
1.2 Mentoring, supporting and providing staff development initiatives.	1.2 What staff development programmes have you initiated to ensure staff training and mentoring and how do you conduct monitoring and support in a manner that encourages teachers to do more than is required?	5
1.3 Keeping comprehensive and up-to-date records that meet requirements in terms of accepted practices and/or developmental requirements.	1.3 Explain how you keep comprehensive and up-to-date records that meet requirements in terms of accepted practices and/or developmental requirements.	5
1.4 Delegating tasks appropriately to colleagues for the purpose of professional development and capacity building initiatives to acquire Type 1 and 2 PD points.	1.4 Describe how you delegate tasks appropriately to colleagues for the purpose of professional development and capacity building initiatives to acquire Type 1 and 2 PD points.	5
SUB TOTAL		20

2. Create and sustain a stimulating and supportive learning and teaching environment at the school or center by:		
2.1 Translating strategic objectives into action plans, thereby inspiring colleagues and engendering trust.	2.1 Elaborate on how you translate strategic objectives into action plans, thereby inspiring colleagues and engendering trust.	5
2.2 Keeping regular monitoring mechanisms in place to promote the implementation of strategic objectives and policies and provide regular feedback which is linked to the monitoring done.	2.2 What monitoring mechanisms have you put in place to promote the implementation of strategic objectives and policies, and how do you provide regular feedback which is linked to the monitoring conducted?	5
2.3 Working with colleagues to effect improvements on an on-going basis.	2.3 Share how you successfully work with colleagues to effect improvements on an on-going basis.	5
2.4 Remaining approachable, sharing information and providing support, while encouraging independent thinking and innovation.	2.4 How do you ensure that you remain approachable, share information and provide support, while encouraging independent thinking and innovation?	5
SUB TOTAL		20

Criteria	Questions	Max score
3. Create and foster links between the school, center and real-life situations for the benefit of the school, center or community by:		
3.1 Actively seeking solutions to school, center or community problems and leading in carrying out suggested solutions.	3.1 Explain the part you have played and/or continue to play in actively seeking solutions for the school, center or community problems and leading in carrying out suggested solutions.	8
3.2 Providing leadership in creating partnerships with relevant external organizations or institutions.	3.2 Explain your role in providing leadership in creating partnerships with relevant external organizations or institutions.	6
3.3 Encouraging and motivating others (colleagues) to take leadership roles that have an impact on the community beyond the classroom, provide unique and distinguished models of excellence for the teaching profession and others.	3.3 How do you encourage and motivate others (colleagues) to take leadership roles that have an impact on the community beyond the classroom, provide unique and distinguished models of excellence for the teaching profession and others?	6
SUB TOTAL		20
TOTAL		60

5.7 Excellence in Inclusive Education Teaching

PURPOSE OF THE CATEGORY

To recognise outstanding teachers who effectively create inclusive learning environments that enable the full participation and achievement of all learners, regardless of disability, learning difficulties, or other barriers to learning. The category is for teachers in special schools, schools of skills and full-service schools. Teachers in full-service schools must be teaching learners with learning barriers.

CRITERIA	Questions	Marks
CRITERIA 1: KNOWLEDGE AND PRACTICE OF INCLUSIVE EDUCATION		
1.1 Demonstrate deep understanding and application of inclusive education principles.	1.1 Describe how you adapt your teaching methods to accommodate diverse learning and support needs of learners.	15
1.2 Adapts teaching strategies to meet diverse learning and support needs within the classroom	1.2 Provide an example of an inclusive lesson you have implemented. How did you ensure that all learners could participate and succeed?	15
SUB TOTAL		30

CRITERIA 2: PLANNING, ASSESSMENT AND SUPPORT STRATEGIES		
2.1 Designs and implements differentiated lesson plans, assessments, and support interventions.	2.1 How do you use assessment for learning (formative assessments) to support learners experiencing barriers to learning?	15
2.2 Works collaboratively with colleagues, support staff (therapists, learning support specialists,) and families.	2.2 How do you collaborate with colleagues, therapists, and parents to support inclusive education?	10
SUB TOTAL		25

CRITERIA 3: CLASSROOM ENVIRONMENT AND CULTURE		
3.1 Promotes a possible, respectful and welcoming classroom culture for all learners.	3.1 How have you promoted respect for diversity and built a positive classroom culture?	20
SUB TOTAL		20

CRITERIA 4: IMPACT AND BROADER CONTRIBUTION		
4.1 Actively contributes to the school's broader inclusive practices and policy development.	4.1 In what ways have you contributed to the school's efforts to promote inclusive education beyond your classroom?	15
4.2 Shows measurable improvement in participation, learning outcomes, and wellbeing of learners facing barriers.	4.2 What impact has your inclusive teaching approach had on learner outcomes (academic, social, emotional)?	10
SUB TOTAL		25
TOTAL		100

5.8 Excellence in Inclusive Education Leadership

CRITERIA	Questions	Marks
CRITERIA 1: VISION AND STRATEGY FOR INCLUSIVE EDUCATION		
1.1 Demonstrate visionary leadership that prioritizes and sustains inclusive education.	1.1 What vision do you have for inclusive education at your school, and how have you worked towards achieving it?	15
1.2 Leads the development and implementation of inclusive school policies and practices.	1.2 Describe a specific policy programme or initiative you introduced to promote inclusive education in your school. What was its impact?	10
SUB TOTAL		25
CRITERIA 2: COLLABORATION AND PARTNERSHIPS		
2.1 Builds strong partnerships with staff, parents, communities, and external support services.	2.1 How did you ensure that all the members of your school community work together to support and promote inclusive education?	15
SUB TOTAL		15
CRITERIA 3: RESOURCE MANAGEMENT AND ADVOCACY		
3.1 Advocates for the allocation of resources to support inclusive education.	3.1 How do you ensure that school resources are allocated fairly to support inclusive education?	15
SUB TOTAL		15
CRITERIA 4: SCHOOL CULTURE AND PROFESSIONAL DEVELOPMENT		
4.1 Fosters a whole-school culture of acceptance, belonging, and participation.	4.1 How have you fostered or promoted a culture of acceptance and participation across the whole school?	10
4.2 Mentors and supports staff to implement inclusive education.	4.2 How do you support and empower your staff to adopt and implement inclusive education?	10
SUB TOTAL		20
CRITERIA 5: MONITORING, EVALUATION, AND INNOVATION		
5.1 Monitor and evaluate the implementation of inclusive practices and learner outcomes.	5.1 How do you monitor and evaluate the effectiveness of inclusive practices at your school?	10
5.2 Drives innovative initiatives that remove barriers to learning and promote inclusive education.	5.2 What innovative practices have you introduced to overcome barriers to learning and promote inclusive education in your school?	15
SUB TOTAL		25
TOTAL		100

5.9 Excellence in Teaching Mathematics (GET)

Criteria	Questions	Max score
1. Excellence in teaching and supporting learning by the:		
1.1 Development of learners' appreciation and understanding of Mathematics.	1.1 What model have you developed to explain any topic to enhance the understanding of the content in Mathematics?	5
1.2 Creative use of learning materials, including technology within appropriate contexts, to promote Mathematics inside and outside the school.	1.2 Elaborate on how you optimally use available resources to: (a) Enhance learning in your Mathematics lessons? (b) Promote Mathematics teaching inside and outside the school (c) Enhance ICT integration in your class?	5
1.3 Enthusiasm for the subject evident in: (a) The ability to motivate learners to learn Mathematics. (b) The ability to encourage learners to pursue a career in Mathematics, including teaching.	1.3 As a Mathematics teacher, what have you done to: (a) Motivate learners to have interest in Mathematics? (b) Encourage learners to pursue a career in Mathematics including becoming a Mathematics teacher?	5
1.4 Giving insightful, regular, consistent and timeous feedback, which is built into lesson designs and is available to parents, guardians and other stakeholders.	1.4 Explain how you build into lesson designs feedback that is insightful, regular, timeous, consistent and available to parents, guardians and other stakeholders.	5
SUB TOTAL		20
2. Subject competence and learner focus by means of:		
2.1 The possession of specific knowledge and skills in Mathematics and engagement in activities that reflect knowledge in the field.	2.1 As a Mathematics teacher, can you inform us of activities that you engage in that reflect your knowledge and skills of Mathematics and the impact this has in your teaching?	5
2.2 Participation in teacher professional development that demonstrates growth in Mathematics..	2.2 What role have you played in professional development activities that demonstrate your growth as a teacher?	5
2.3 Engaging learners as full partners in the learning process assuming responsibility for their own future choices.	2.3 In your teaching, how do you engage learners as full partners in the learning process, with learners assuming responsibility for their own choices?	5
2.4 Communicating high expectations; and to develop confidence in the subject.	2.4 How do you communicate high expectations to learners to develop confidence in their subject?	5
SUB TOTAL		20
3. Personal Attributes evident in:		
3.1 Modelling life-long learning through on-going review and enhancement of own professional practice, e.g. membership to professional association.	3.1 What evidence can you produce that indicates that you are a lifelong learner AND what role do you play in Professional Learning Communities (PLCs) and/or professional associations?	5
3.2 Engaging in positive working relationships with learners and colleagues, and/or community.	3.2 With examples, enlighten us about how you engage in positive working relationships with learners and colleagues, and/or community.	5
3.3 Equip learners with high-level Mathematical skills that will enable them to take their rightful position which will enable them to make a meaningful contribution in changing their lives, and of their fellow citizens and beyond/ globally.	3.3 How do you equip learners with high level Mathematical skills that will assist them to take their rightful position which will enable them to make a meaningful contribution in changing their lives, and of fellow citizens and beyond/ globally?	5
3.4 Engaging learners in activities outside of the classroom such as clubs, organizations, tutoring, field trips, or similar activities.	3.4 How do you engage learners in activities outside the Math's class e.g. Clubs, Field Trips, Online Activities, and Tutoring etc.?	5
SUB TOTAL		20
TOTAL		60

5.10 Excellence in Teaching Mathematics (FET)

Criteria	Questions	Max score
1. Excellence in teaching and supporting learning by the:		
1.1 Development of learners' appreciation and understanding of Mathematics.	1.1 What model have you developed to explain any topic to enhance the understanding of the content in Mathematics?	5
1.2 Creative use of learning materials, including technology within appropriate contexts, to promote Mathematics inside and outside the school.	1.2 Elaborate on how you optimally use available resources to: (a) Enhance learning in your Mathematics lessons? (b) Promote Mathematics teaching inside and outside the school; and (c) Enhance ICT integration in your class?	5
1.3 Enthusiasm for the subject evident in: (a) The ability to motivate learners to learn Mathematics. (b) The ability to encourage learners to pursue a career in Mathematics, including teaching.	1.3 As a Mathematics teacher, what have you done to: (a) Motivate learners to have interest in Mathematics? (b) Encourage learners to pursue a career in Mathematics including becoming a Mathematics teacher?	5
1.4 Giving insightful, regular, consistent and timeous feedback, which is built into lesson designs and is available to parents, guardians and other stakeholders.	1.4 Explain how you build into lesson designs feedback that is insightful, regular, timeous, consistent and available to parents, guardians and other stakeholders.	5
SUB TOTAL		20
2. Subject competence and learner focus by means of:		
2.1 The possession of specific knowledge and skills in Mathematics and engagement in activities that reflect knowledge in the field.	2.1 As a Mathematics teacher, can you inform us of activities that you engage in that reflect your knowledge and skills of Mathematics and the impact this has in your teaching?	5
2.2 Participation in teacher professional development that demonstrates growth in Mathematics.	2.2 What role have you played in professional development activities that demonstrate your growth as a teacher?	5
2.3 Engaging learners as full partners in the learning process assuming responsibility for their own future choices.	2.3 In your teaching, how do you engage learners as full partners in the learning process, with learners assuming responsibility for their own choices?	5
2.4 Communicating high expectations; and to develop confidence in the subject.	2.4 How do you communicate high expectations to learners to develop confidence in their subject?	5
SUB TOTAL		20
3. Personal Attributes evident in:		
3.1 Modelling life-long learning through on-going review and enhancement of own professional practice, e.g. membership to professional association.	3.1 What evidence can you produce that indicates that you are a lifelong learner AND what role do you play in Professional Learning Communities (PLCs) and/or professional associations?	5
3.2 Engaging in positive working relationships with learners and colleagues, and/or community.	3.2 With examples, enlighten us about how you engage in positive working relationships with learners and colleagues, and/or community?	5
3.3 Equip learners with high-level Mathematical skills that will enable them to take their rightful position which will enable them to make a meaningful contribution in changing their lives, and of their fellow citizens and beyond/ globally.	3.3 How do you equip learners with high level Mathematical skills that will assist them to take their rightful position which will enable them to make a meaningful contribution in changing their lives, and of fellow citizens and beyond/globally?	5
3.4 Engaging learners in activities outside of the classroom such as clubs, organizations, tutoring, field trips, or similar activities.	3.4 How do you engage learners in activities outside the Math's class e.g. Clubs, Field Trips, Online Activities, and Tutoring etc.?	5
SUB TOTAL		20
TOTAL		60

5.11 Excellence in Teaching Natural Sciences

Criteria	Questions	Max score
1. Excellence in teaching and supporting learning by the:		
1.1 Development of learners' appreciation and understanding of Natural Sciences.	1.1 What approach do you use to develop learners' appreciation and understanding of Natural Sciences as a subject that impacts our lives?	5
1.2 Creative use of learning resources, including technology and the natural environment within appropriate contexts, to promote Natural Sciences inside and outside the school.	1.2 Elaborate on how you optimally use available resources such as technology and the natural environment to: (a) enhance learning in your lessons? (b) promote the teaching and learning of Natural Sciences inside and outside the school?	5
1.3 Enthusiasm for the subject evident in: (a) The ability to motivate learners to learn Natural Sciences. (b) The ability to encourage learners to pursue a career in Natural Sciences, including teaching.	1.3 As a Natural Sciences teacher, what have you done to: (a) Motivate learners to have interest in Natural Sciences? (b) Encourage learners to pursue a career in science including becoming a Natural Sciences teacher?	5
1.4 Giving insightful, regular, consistent and timeous feedback, which is built into lesson designs and is available to parents, guardians and other stakeholders.	1.4 Explain how you build into lesson planning feedback that is insightful, regular, timeous, consistent and available to parents, guardians and other stakeholders.	5
SUB TOTAL		20
2. Subject competence and learner focus by means of:		
2.1 The possession of specific knowledge and skills in Natural Sciences and engagement in activities that reflect knowledge in the field.	2.1 As a Natural Sciences teacher, can you inform us of activities that you engage in that reflect your knowledge and skills of Natural Sciences and the impact these have in your teaching?	5
2.2 Participation in teacher professional development that demonstrates growth in Natural Sciences.	2.2 Professional development: (a) What professional development programmes/activities do you participate in? (b) How have these programmes/activities improved your teaching of Natural Sciences?	5
2.3 Engaging learners as full partners in the learning process assuming responsibility for their own future choices	2.3 In your teaching, how do you engage learners as full partners in the learning process, with learners assuming responsibility for their own choices?	5
2.4 Communicating high expectations; and to develop confidence in the subject.	2.4 How do you communicate high expectations to learners to develop confidence in their subject?	5
SUB TOTAL		20
3. Personal Attributes evident in:		
3.1 Modelling life-long learning through on-going review and enhancement of own professional practice, e.g. membership to professional association.	3.1 What evidence can you produce that indicates that you are a lifelong learner AND what role do you play in Professional Learning Communities (PLCs) and/or professional associations?	5
3.2 Engaging in positive working relationships with learners and colleagues, and/or community.	3.2 With examples, enlighten us about how you engage in positive working relationships with learners and colleagues, and/or community?	5
3.3 Equip learners with high-level Natural Sciences skills that will enable them to take their rightful position which will enable them to make a meaningful contribution in changing their lives, and of their fellow citizens and beyond/ globally.	3.3 How do you equip learners with high level Natural Sciences skills that will assist them to take their rightful position which will enable them to make a meaningful contribution in changing their lives, and of fellow citizens and beyond/ globally?	5
3.4 Engaging learners in activities outside of the classroom such as clubs, organizations, tutoring, field trips, or similar activities.	3.4 How do you engage learners in activities outside the Natural Science class e.g. Clubs, Field Trips, Tutoring etc.?	5
SUB TOTAL		20
TOTAL		60

5.12 Excellence in Teaching Physical Sciences

Criteria	Questions	Max score
1. Excellence in teaching and supporting learning by the:		
1.1 Development of learners' appreciation and understanding of Physical Sciences.	1.1 What model have you developed to explain any topic to enhance the understanding of the content of Physical Sciences?	5
1.2 Creative use of learning materials, including technology within appropriate contexts, to promote Physical Sciences inside and outside the school.	1.2 Elaborate on how you optimally use available resources to: (a) Enhance learning in your Physical Sciences lessons. (b) Promote Physical Sciences teaching inside and outside the school.	5
1.3 Enthusiasm for the subject evident in: (a) The ability to motivate learners to learn Physical Sciences. (b) The ability to encourage learners to pursue a career in Physical Sciences, including teaching.	1.3 As a Physical Sciences teacher, what have you done to: (a) Motivate learners to have interest in Physical Science? (b) Encourage learners to pursue a career in science including becoming a Physical Sciences teacher?	5
1.4 Giving insightful, regular, consistent and timeous feedback, which is built into lesson designs and is available to parents, guardians and other stakeholders.	1.4 Explain how you build into lesson designs feedback that is insightful, regular, timeous, consistent and available to parents, guardians and other stakeholders.	5
SUB TOTAL		20

2. Subject competence and learner focus by means of:		
2.1 The possession of specific knowledge and skills in Physical Sciences and engagement in activities that reflect knowledge in the field.	2.1 As a Physical Sciences teacher, can you inform us of activities that you engage in that reflect your knowledge and skills of Mathematics and the impact these have in your teaching?	5
2.2 Participation in teacher professional development demonstrates growth in Physical Sciences.	2.2 What role have you played in professional development activities that demonstrate your growth as a teacher?	5
2.3 Engaging learners as full partners in the learning process assuming responsibility for their own future choices.	2.3 In your teaching, how do you engage learners as full partners in the learning process, with learners assuming responsibility for their own choices?	5
2.4 Communicating high expectations; and developing confidence in the subject.	2.4 How do you communicate high expectations to learners to develop confidence in their subject	5
SUB TOTAL		20

3. Personal Attributes evident in:		
3.1 Modelling life-long learning through on-going review and enhancement of own professional practice, e.g. membership to professional association.	3.1 What evidence can you produce that indicates that you are a lifelong learner AND what role do you play in Professional Learning Communities (PLCs) and/or professional associations?	5
3.2 Engaging in positive working relationships with learners and colleagues, and/or community.	3.2 With examples, enlighten us about how you engage in positive working relationships with learners and colleagues, and/or community;	5
3.3 Equip learners with high-level Physical Sciences skills that will enable them to take their rightful position which will enable them to make a meaningful contribution in changing their lives, and of their fellow citizens and beyond/ globally.	3.3 How do you equip learners with high level Physical Sciences skills that will assist them to take their rightful position which will enable them to make a meaningful contribution in changing their lives, and of fellow citizens and beyond/ globally.	5
3.4 Engaging learners in activities outside of the classroom such as clubs, organizations, tutoring, field trips, or similar activities.	3.4 How do you engage learners in activities outside the Physical Science class e.g. Clubs, Field Trips, Tutoring etc.	5
SUB TOTAL		20
TOTAL		60

5.13 Excellence in Technology–Enhanced Teaching and Learning

Criteria	Questions	Max score
1. Teacher as a role model and a peer coach		
1.1 Role Model: Teacher motivates, mentors and inspires learners and colleagues to use ICT appropriately.	1.2 Outline four (4) ways in which you are a role model to colleagues and learners in the use of ICT.	4
2. Teacher's use of ICT to enhance her/his role as a teacher:		
The teacher can demonstrate:	2.1 To what extent is the teacher creative and bringing flair to the way he/she teaches (using digital tools in formal and informal environment) and using ICT both in and out of the learning environment?	4
2.1 Being 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: The innovative teaching practices and ICT in instrumental ways to change how learners learn.	2.2 To what extent has the teacher (through digital teaching) significantly changed the learning process using ICT?	4
2.3 Demonstration of evidence of continuous improvement in professional practice: (a) Model lifelong learning. (b) Exhibit leadership in their school. (c) Professional community by supporting other teachers' development; and (d) Understanding of the impact on learning of the effective use of ICTs.	2.3 To what extent is the teacher constantly re-examining and redefining his/her role as the teacher, for example in: (a) Model lifelong learning. (b) Exhibit leadership in their school. (c) Professional community by supporting other teachers' development. (d) Understanding of the impact on learning of the effective use of ICTs.	4
2.4 Giving insightful, regular, consistent and timeous feedback, which is built into lesson designs and is available to all stakeholders.	2.4 Explain how you build into lesson designs feedback that is insightful, regular, timeous, consistent and available to all stakeholders?	4
SUB TOTAL		20

Criteria	Questions	Max Score
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? (a) Assessment tool. (b) Management and Administrative tool. (c) Resource tool. (d) Communication and collaboration tool. (e) Recording and Report tool. (f) Research tool.	3.1 To what extent do the learning activities require learners to collaborate and interact with other people to achieve the desired goals? (a) Assessment tool. (b) Management and Administrative tool. (c) Resource tool. (d) Communication and collaboration tool. (e) Recording and Report tool. (f) Research tool.	12
3.2 Using communication tools in ICT to promote dialogue and collaboration.	3.2 To what extent is the teacher using the communications aspect of ICT to promote dialogue and collaboration?	4
SUB TOTAL		16
4. General impact		
4.1 Application of pedagogical insight by the teacher into how teaching technology can and should be used in the classroom.	4.1 As an ICT integration teacher, which model of planning tool have you used in designing learning activities for learners?	4
SUB TOTAL		4

5. Impact on learners:		
4.1 How many of the following attributes were evidently imparted to learners using 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. Applied what was learned in the classroom into novel situations outside the classroom. • Analysis: Separating material or concepts into component parts so that its organizational structure may be understood, distinguish between facts and inferences. • Synthesis: Building a structure or pattern from diverse elements and putting 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. 	5.1 To what extent is the teacher using ICTs to promote learner autonomy (learner independence and responsibility for their own work)?	4
	5.2 To what extent is the teacher using ICTs to raise the learners' self-esteem to become motivated and self-disciplined?	4
	5.3 To what extent is the teacher using ICTs to accommodate the different learning styles of learners?	4
	5.4 To what extent is the teacher using ICTs to create a learner-centered learning environment that promotes the acquisition of basic skills, knowledge, critical thinking and problem solving?	4
SUB TOTAL		20
TOTAL		60

5.14 . Kader Asmal Lifetime Achievement Award.

The award recognizes a teacher, still serving in a public school, who in his/her 30 years, or more, of service has demonstrated the key values that were a hallmark of Prof Asmal 's leadership. These are the values that distinguish such a teacher:

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

5.14.1 Specific Criteria, Questions and Scores

Criteria	Questions	Max score
1. Fostering links between the school / center community:		
1.1 Contributing to the social, cultural and economic development of the school, center or community (as an educational activist);	1.1 As a lifetime achiever, tell us how you have contributed to the social, cultural and economic development of the school/center community.	3
1.2 Actively seeking solutions (as an educational activist) to school, center or community problems and taking a lead in carrying out suggested solutions;	1.2 As an experienced teacher, how do you actively seek solutions to school, center or community problems and take a lead in carrying out suggested solutions?	3
1.3 Providing leadership in creating partnerships with relevant external organizations or institutions;	1.3 In your long teaching career, how did you seek solutions to challenges at the school/center while taking the leadership role?	3
1.4 Encouraging and motivating others (colleagues) to take leadership roles within and beyond the school or center.	1.4 As a veteran of the teaching profession, how do you inspire, encourage and motivate others to take up leadership roles within and beyond the school/center?	3
SUB TOTAL		12

Criteria	Questions	Max score
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 organizations.	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 / center community.	5
2.2 Having tangible proof of high performance and achievement in teaching and how this affected the lives of people.	2.2 Show and explain examples of tangible proof of high performance and achievement in teaching and how your actions have affected the lives of people.	5
2.3 Teacher recognition and/or positive reputation from pupils, colleagues, head- teachers, community members, stakeholders, national teaching organizations, and governments.	2.3 Tell and show us about the recognition and/or positive reputation that you have received from pupils, colleagues, head-teachers, community members, stakeholders, national teaching organizations, and governments. (How did you demonstrate creativity, tenacity and rigor?)	5
SUB TOTAL		15

Criteria	Questions	Max score
3. Encouraging learners to expect the best from themselves in the face of negative social-economic conditions		
3.1 Promoting learners' self-esteem, encouraging active participation in school and community activities, and motivating learners to excel.	3.1 Share with us how, over the years, you have encouraged learners to participate, promoted their self-esteem, and encouraged them to excel in school and community activities.	3
3.2 Making efforts to retain learners from different backgrounds in the school or center.	3.2 Explain how over the years you have made efforts to retain learners from different backgrounds in the school or center.	3
3.3 Using knowledge, keeping up with recent developments, experience, and skills to identify learners' strengths and weaknesses, and providing appropriate interventions.	3.3 With your knowledge and keeping up with recent developments, and experience, explain how you have used knowledge and skills to identify learners' strengths and weaknesses and provided appropriate and sustainable interventions.	3
SUB TOTAL		9
4. Earning the respect of learners and colleagues by:		
4.1 Showing appropriate human relation skills in communicating with the school community.	4.1 Describe how you communicate the diagnosed learner strengths and weaknesses to learners, parents, guardians and other stakeholders.	6
4.2 Receiving and responding to constructive feedback from learners and colleagues.	4.2 What examples have you set for receiving and responding to constructive feedback from learners and colleagues?	6
SUB TOTAL		12

Criteria	Questions	Max score
5. Demonstrating positive and clear leadership (not limited to school management teams) in directing and guiding the school/center or community by:		
5.1 Setting attainable goals and expectations for the school, center or community (strategic leadership).	5.1 Have you managed to use your experience to set attainable goals and expectations for the school, center or community (strategic leadership)?	3
5.2 Delegating tasks appropriately to colleagues for the purpose of capacity- building but still accepting accountability.	5.2 In your memorable career what lessons can you share on delegating tasks to colleagues for the purpose of capacity-building, but still accepting accountability?	3
5.3 Providing staff induction, mentoring and coaching to encourage teachers to do more than what is required, with eagerness.	5.3 Share your experience on staff induction, mentoring and coaching to encourage teachers to do more than is required, with eagerness.	3
5.4 Managing change innovatively and addressing challenges of the school, community, and/or country.	5.4 What lessons have you learnt that you can share on managing change innovatively and addressing challenges of the school, community, and/ or country?	3
SUB TOTAL		12
TOTAL		60

5.15 National Best Teacher Award

5.15.1 Background

The National Best Teacher Award is designed and benchmarked against the international and continental awards, that is, the Global Teacher Prize (GTP), the Commonwealth Educational Awards (CEA) and the African Union (AU) Teacher Prize.

5.15.2 Criteria

- This award is awarded to the best teachers/school leaders who will represent the Republic of South Africa (RSA) in the Global Teacher Prize. The award is presented annually to an exceptional teacher who has made an outstanding contribution to their profession. Those teachers embody the skills which focus more on transforming the lives of learners and the community.
- Participating entrants should be able to display a deeper understanding of knowledge production, the interconnectedness of skills application across subject fields and ways of sourcing professional support from human and multimedia sources to compliment teaching and learning.
- Prospective entrants must have been innovative beside having the required teaching experience, hold exceptional positions, display requisite global skills and competencies and design scalable and replicable tools and applications that complement and enhance curriculum delivery in all educational settings.
- Empirical evidence will be compulsory as it will provide greater clarity and can inform you of the wisdom and practical value of the current practice. The focus is on the aspects of teacher background that can be translated into policy recommendations and incorporated into teaching practice.

5.15.3 Eligibility

- Teaching any grades in the South African public ordinary schools, must be able to adapt policies and legislations to suit the indigenous context of the learners and be able to teach/lead in adverse circumstances to make a difference in the life of learners.
- Only current practicing teachers can participate in this category.
- The award is open to teachers who have three years of unbroken service in the system.

5.15.4 Specific criteria questions for the National Best Teacher Award

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

No	Criteria questions	Marks
Instructional practices:		
1.	Explain how you employ effective instructional practices that are replicable and scalable to influence the quality of education in the country and beyond.	10
2.	2.1 Elaborate on how you have infused innovative instructional practices that address the particular challenges of your school, community or country. 2.2 Based on the evidence or your experiences, what would you suggest could be effective in addressing such challenges in a new way?	5 5
3.	Explain how you have imparted knowledge and skills to the school community that compliment classroom practices and support learners in and beyond the classroom environment.	5
4.	South African learners need to be global citizens through providing them with a value-based education that equips them for a world where they will potentially live, work and socialize with people from many different nationalities, cultures and religions. <u>Question:</u> Elaborate and give examples on how you have prepared learners for the complexities of the global world and what skills did you translated to them to make them competent to engage with people from different nationalities.	10
5.	With empirical evidence, the teacher must display how he/she improved the teaching profession through helping to raise the bar of teaching, sharing best practices, and helping colleagues overcome any challenges they face in their school. <u>Question:</u> Share with us evidence of best practices that you have employed in the event of raising the bar of teaching by assisting peers to overcome challenges. Please elaborate on few of these challenges by naming them.	10
6.	Teacher recognition from governments, NGOs, SMT, SGB, colleagues at the school, educational organizations nationally and locally, members of the wider community or pupils. <u>Question:</u> Please explain and give evidence about the teacher recognition you have acquired either from the school, community or the educational sector in large. What was it for and how did it change the lives of others?	5

No	Criteria questions	Marks
7.	Engage in continuing professional development activities, which have a positive impact on classroom activities. <u>Question:</u> 7.1 Expand on how you engage in the continuing professional development activities of all 3 types which have a positive impact on classroom activities?	10
8.	Improving management of education system as well as building and enhancing capacity for data collection, management, analysis, communication and use. <u>Question:</u> Give us your views on how the education system can be improved through the utilization of different strategies that will lead to an improved educational sector where quality teaching and learning can occur.	10
9.	How did you as a teacher set up a coalition of stakeholders to facilitate and support activities resulting in the achievement and aspirations of the Constitution of SA and the National Development Plan?	10
10.	Teaches/leads in adverse circumstances to make a difference in the lives of learners and ensure inclusivity, quality, equality, redress and functionality. Focusing on the items listed, explain as to how you had made a difference to the school and learners in ensuring that your teaching is inclusive of quality and address the individual needs of learners.	10
11.	How do you ensure that the 21 st century skills are implemented in your teaching through the following? 10.1 Teaching strategies to all learners. 10.2 Innovation through technological applications. 10.3 Ability to foster learner relationships. 10.4 Always apply forward thinking skills; and 10.5 Be able to embrace changes and eruptions of epidemics and pandemics.	10
Marks		100

6 Awards levels for the NTA

Teachers are awarded at the following **levels**:

- 6.1 Circuit/District/Cluster level: Certificates of Excellence (and prizes if possible).
- 6.2 Provincial level: Certificates of Excellence and prizes.
- 6.3 National level: Certificates of Excellence and prizes.

7. Eligibility:

The nominee or team must:

- a. Be a serving teacher or practitioner in ordinary public schools or ECD Centers registered with the Department of Basic Education.
- b. Be employed by Provincial Departments of Education (PEDs) or School Governing Bodies in a public ordinary school or ECD center in South Africa.
- c. Have been working for at *least two years* in any of the above schools in South Africa, for leadership categories the teacher must have served in a leadership role in the School Management Team (SMT) for at least two years.
- d. The entrants for Best Teacher Award must have worked for three years in a public school.
- e. The entrants for Kader Asmal Lifetime Achievement Award must have worked as a teacher/leader in a public ordinary school for a minimum of thirty (30) years without a break in service.
- f. Hold a South African citizenship and if a team, be made up of members who hold South African citizenship through birth or descent.
- g. 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.

- h. Attach certified copies of qualification/s as evidence of being a teacher. **The date/s on all certified copies** that are submitted should not be longer than six months.
- i. Must not have won the same category in the past five years.
- j. Candidates who won in any category will have to enter any other category after two years.
- k. School Principals and/or Deputy Principals **must** teach at their schools to be permitted to enter as nominees in both the teaching and leadership categories as per the Personnel Administrative Measures (PAM) section. -Annexure A.7 on *Core duties and responsibilities for the job*. Line 3.4 refers: “*Teaching*: To engage in class teaching as per the workload of the relevant post level and the needs of the school, to be a class teacher if required and to assess and to record the attainment of learners taught”.
- l. **Excellence in Inclusive Education Teaching Category:** Open to teachers in special schools, schools of skills and full-service schools who demonstrate exemplary inclusive education practices and are actively implementing inclusive education in their classrooms.
- m. **Excellence in Inclusive Education School Leadership Category:** Open to principals or deputy principals in special schools, schools of skills and full-service schools who demonstrate outstanding leadership in implementing and promoting inclusive education within their schools.

8. Who can nominate

- i. The school nomination team.
- ii. District officials; and
- iii. Each individual teacher and/or team can volunteer their names for nomination.

9. The teacher's presentation

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

- iv. Teachers will be allocated five (5) minutes before they start to set up their presentation.
- v. All teachers/teams that enter the NTA are allocated **thirty-five (35) minutes** for the interview and candidates entered in the KaderAsmal Lifetime Achievement category are allocated **forty-five (45) minutes** for the Interview.
- vi. 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.*
- vii. Teachers are encouraged to present the specific criteria before the general criteria.
- viii. It is the PEDs' responsibility to notify the DBE about teachers with Special Needs/requirements prior to the adjudication to make special arrangements to accommodate them.

10. The use of photographs of learners, teachers and parents

- i. Candidates are allowed to use Audio Visual (A/V) clips and photographs in their presentations.
- ii. Candidates may use learners' photographs which show interaction in class, field excursions, singing in choirs, etc.
- iii. Candidates are prohibited from displaying vulnerable situations of learners, for example, being bullied, abuse, pregnant learners, substance abuse or any other vulnerabilities of learners.
- iv. **Learner and parental consent are required when candidates choose to utilize pictures of learners.**
- v. **Dress code:**
 - (a) During interviews, teachers are requested to wear formal wear/ smart casual, and traditional attire.
 - (b) Teachers should not wear clothes that identify a particular organization during the adjudication.

11 Disqualification

Please note the following disqualifying criteria:

- a. Incomplete form.
- b. Forms not received on time as determined by the PEDs.
- c. Absence of evidence of SACE registration.
- d. Non submission of certified copies of qualification/s as evidence of being a teacher.
- e. Copies that were certified more than six months before submission.
- f. Non- submission of certified ID copies with nomination forms.
- g. Absence of a school stamp on Form.
- h. Not holding a South African citizenship.
- i. *Not adhering to the requirements of 2 years of teaching for all categories except for the National Best Teacher Award which requires 3 years and Kader Asmal Lifetime Award which requires 30 years without a break in service.*
- j. Any submission of false evidence which will include the submission of fraudulent certification/licensure will lead to participation's withdrawal. This includes any manipulation or alternation of official professional documentation to secure winning the awards.

12 Vetting and verification of teachers participating in the NTA

12.1 SACE Vetting/Screening

- 12.1.1 All teachers participating in the awards are bound to abide by the regulatory rules or policies and guidelines as prescribed by the Department of Basic Education and South African Council for Educators' Code of Professional Ethics.
- 12.1.2 This is meant to ensure that the scheme is conducted with integrity, truthfulness, fairness and responsibility.
- 12.1.3 For the efficiency of this process, PEDs are obliged to ensure that all candidates have been vetted/ screened before proceeding to national level.
- 12.1.4 Candidates must complete a vetting/declaration form
- 12.1.5 The names of all participants must be sent to SACE for vetting.
- 12.1.6 PEDs must submit list of winners signed off by the HoDs.
- 12.1.7 Teachers who are suspended or under investigation will have to wait until they are cleared before they can participate at any level.
- 12.1.8 Candidates who have previously being investigated must provide clearance/statements, which gives details of convictions/prosecutions/investigations that have been successfully cleared.
- 12.1.9 The DBE or PED will terminate or withdraw the teachers' participation in case the investigation/allegations against such teachers reveals that they are indeed guilty as alleged.

12.2. Verification Visits

12.2.1 PEDs Provincial

- i. They will conduct verification visits of candidates through the processes from school to provincial level prior to submitting the national nominees to the DBE.
 - a. A random selection of candidates including all winners will be made for verification.
 - b. The visits will focus primarily on the authenticity of the candidate's presentation to the adjudication panel.
 - c. A verification tool will be used for the process.
 - d. At the end of the verification process, the team will submit their report with recommendations

- ii. National
 - a. National will verify the NTA process in provinces.
 - b. They will verify the advocacy, training of adjudicators, vetting of candidates and the provincial adjudication.
 - c. Capacity-building sessions will be hosted by the DBE to ensure quality, fair adjudication is replicated at district, provincial and national levels.

13 The Dispute Resolution Mechanism

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

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

13.1 First step:

Before you lodge a complaint, it is advisable to:

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

13.2 Second step

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

- a. Send a detailed report to the chairperson of the adjudication panel quoting all relevant information such as the subject of dispute, reason/s, the date and time of the occurrence.
- b. In your report, explain clearly the decision you wish to dispute, 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 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 programme.
- j. The manager should document the resolution taken by the review panel and record whether the aggrieved teacher agreed to the resolution.
- k. If it is determined that an improper decision has been made, the NTA management team will ensure that the appropriate remedy is undertaken.
- l. The complainant should receive a response within seven (7) days of lodging the dispute.

13.3 Third step:

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

13.4 Fourth step

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

14 General matters

- 14.1 All material submitted for NTA must be in English.
- 14.2 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.

NOMINATION FORM

NATIONAL TEACHING AWARDS NOMINATION FORM 2026

CATEGORY:

NOMINEE DETAILS

Title	First Name	Surname	SACE Registration Number
Telephone No.		Cell No/s.	
E-mail Address			
District		Province	
Quintile		Urban/Rural	
Years of teaching experience		Years of experience at the current school/center	
Disability, if yes please specify	Yes/No		

SCHOOL/CENTRE DETAILS:

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

Name of principal or designated person			
Signature of Principal and/or designated person		Date	
Special Notes: <ul style="list-style-type: none">• If a district/circuit official is the nominator, the principal or designated person must endorse the nomination.• If the principal is the nominee, the designated person must sign			

Declaration by nominee/s

I/we declare that I/we accept the nomination.

Title	First Name	Surname	Signature

SCHOOL/CENTRE STAMP

Checklist: Check your nomination package. Did you complete the requirements of the nomination?

	Yes/No
Form signed by the principal and/or Designated Person(s)	
Form signed by the nominee(s)	
School stamp	
Certified copy of teaching qualifications	
Certified copy of SACE registration	
Certified ID Document	

Motivation by the nominator of not more than 200 words

- What has the nominee done that clearly demonstrates exceptional teaching practice and measurable impact on learner performance

Highlights (Curriculum delivery & Subject Mastery)
- How has the nominee contributed to the classroom duties and beyond, and what leadership roles or initiatives shown to in their commitment to the school improvement.

Highlights: (Roles in Committees, Leadership Positions, Extra responsibilities)
- In what way has the nominee demonstrated values, professionalism, and dedication that inspire colleagues, learners and wider community

Highlights: (Role-Modeling, Work Ethics, Partnerships or Community involvement)



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