



PROVINCIAL TEACHING AWARDS (PTA) 2026 NOMINATION GUIDE



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Let us celebrate excellence—together

1. Welcome to the Provincial Teaching Awards

Every day, across the vast distances of the Northern Cape, teachers open classroom doors; sometimes under trees, sometimes with limited resources - and still change lives.

The Provincial Teaching Awards (PTA) exist to celebrate *you*: your commitment, your creativity, your resilience and your impact.

These awards are not only about winning. They are about recognizing excellence, sharing best practices and showing learners and the public that teaching truly matters.

Whether you teach in a small rural school, a multi-grade classroom or a well-resourced urban setting, your story deserves to be told.

This Guide must be read in conjunction with Department of Basic Education *National Teaching Awards (NTA) Nomination Guide, Adjudication Manual* and relevant Provincial Memos.

2. Why These Awards Matter in the Northern Cape

The Northern Cape is unique - geographically vast, richly diverse and deeply resilient. Our teachers innovate daily to overcome distance, limited resources and contextual challenges.

The PTA programme:

- Celebrates teachers who make a real difference in learners' lives
- Promote professionalism, innovation and reflective practice
- Encourages a culture of excellence across schools and districts
- Aligns with the provincial vision of a *modern, growing and successful Northern Cape*.

3. Who We Are Looking For

Eligibility Criteria

You may be nominated if you are a serving educator in a public school in the Northern Cape and you:

- Have at least two years of continuous service
- Are registered with the South African Council of Educators (SACE)
- Demonstrate ethical conduct and professional integrity

Who can nominate?

Nominations are welcomed from:

- School principals and School Management Team (SMT) members
- Fellow teachers
- School Governing Bodies (SGBs)
- District officials

Self-nomination is allowed but requires endorsement from your school principal or line manager.

4. PTA Categories at a Glance

Provincial Adjudicated Categories (Full Adjudication)

- Excellence in Teaching: Foundation Phase (Grades 1–3)
- Excellence in Arts and Culture
- Excellence in School Sport
- Excellence in Multi-Grade Teaching
- Excellence in Teaching Economic Management Sciences (GET)
- Excellence in Teaching Social Sciences (Senior Phase)
- Excellence in Teaching Accounting (FET)
- Excellence in Teaching Geography (FET)

New Provincial Category (2026) (Full Adjudication)

- MEC Special Award: e-Learning & Teaching Trailblazer Award Special Recognition
- District Executive Mayor – Excellence in Education Award

(Managed by District Director in consultation with MEC's Office)

- Premier's Award – Excellence in Education

(Managed by MEC's Office)

5. General and Category criteria & scoring

(Applicable to ALL adjudicated categories)

Each category below shows:

- what adjudicators are looking for,
- the guiding questions you will be asked to respond to and
- how marks are allocated.

Clear examples from your classroom or school matter most.

GENERAL CRITERIA

CRITERIA	GUIDING QUESTIONS	MAX SCORE
1. Contribution to School Ethos and Morale		
1.1 Continuous Professional Development	How do you take responsibility for your own professional growth (e.g. workshops, PLCs, mentoring, courses)? How has this improved your teaching and learner outcomes?	4
1.2 Preparedness and Responsiveness	How do you support teaching and learning during disruptions (e.g. emergencies, health challenges, infrastructure constraints)?	4
2. Future focused Teaching and Learning		
2.1 Integration of Future Skills (4IR)	How do you develop skills such as problem-solving, critical thinking, creativity or digital skills in your learners?	4
2.2 Values-Based & Global Citizenship Education	How do you promote values, respect, inclusivity and responsible citizenship in your classroom? Grade R note: Focus on life skills (positive mindset, high order thinking skills, social interaction, communication and emotional development.	4

3. Co-curricular and Extra-curricular Contribution		
3.1 Holistic Learner Development	How do you encourage (learners and colleagues) participation in sport, culture, clubs, academic enrichment or community activities beyond the classroom?	4
4. Addressing Social Justice Challenges		
4.1 Practical Responses to Contextual Challenges (Choose any TWO)	Select any two of the following and explain how you address them in your school context: <ul style="list-style-type: none"> • Race relations or social cohesion • Diversity or inclusivity • Resource constraints • Health or social challenges (Teenage pregnancy, HIV and AIDS or other diseases) • Bullying, safety or substance abuse 	8
5. Professionalism and Contribution to the Teaching Profession		
5.1 Professional Networks & Community Engagement	How does your involvement in professional, social or cultural networks add value to learning in your school or community?	4
5.2 Values, Peace-Building & Citizenship	How do you promote ethical conduct, peaceful coexistence and responsible citizenship through your teaching and professional behaviour?	4
5.3 Contribution to the Teaching Profession	How do you support colleagues (e.g. mentoring, teamwork, sharing best practices, subject leadership)?	4
GRAND TOTAL (GENERAL CRITERIA)		40

The **General Criteria** outlined above apply to all award categories and reflect the shared professional values expected of all teachers, regardless of phase, subject or role.

The sections that follow outline the **category-specific criteria** for each Provincial Teaching Award. These criteria focus on the unique focus areas, responsibilities and impact relevant to each category.

PROVINCIAL EXCELLENCE IN ARTS AND CULTURE

CRITERIA	QUESTIONS	MAX SCORE
1. Excellence in teaching and promoting the arts	How do you use visual, dramatic or musical arts to enrich learning?	4
	What activities or events do you organise (e.g. concerts, exhibitions)?	4
	How do you support cultural identity and creativity?	4
	How do you assess artistic growth?	4
	How do you involve learners in community art or culture projects?	4
2. Skills and innovation	What training or background do you have in the arts?	5
	What materials and methods do you use creatively?	5
	How do you nurture talent?	5
	How do you adapt arts teaching to limited resources?	5
3. Commitment to growth and outreach	How do you promote arts participation across the school?	5
	What partnerships have you formed?	5
	How do you share expertise with colleagues?	5
	How do you use arts to address social issues?	5
GRAND TOTAL		60

PROVINCIAL EXCELLENCE IN SCHOOL SPORTS

CRITERIA		QUESTIONS	MAX SCORE
1. Coaching and helping learners grow in sport: 20 marks			
1.1	Creating School Sport Structures	What have you done to help set up school sport structures at your school, in your district and in the province?	5
1.2	School Participation and Achievements	How active is your school in your main sport code? What is the best result your school achieved in this code under your leadership?	5
1.3	Your Achievements – District Level	What have you done to organize and deliver excellent sport events or programmes at district level?	5
1.4	Your Achievements – Provincial Level	What have you done to organize and deliver excellent sport events or programmes at provincial level?	5
2. Sport administration and growth: 20 marks			
2.1	Sport administration knowledge	What do you do in your school that shows your knowledge and skills in organizing sport?	5
2.2	Teacher development	What sport-related training or workshops have you done to grow as a teacher?	5
2.3	Mass participation	What have you done to make sure many learners regularly take part in sports at your school?	5
2.4	Your achievements <small>own</small>	What are your personal achievements in school sports at national level (e.g. mentoring national athletes)?	5

3. Personal qualities and community involvement: 20 Marks			
3.1	Lifelong Learning	How do you continue learning? Are you part of any Professional Learning Communities or sport associations?	5
3.2	Positive relationships	How do you build good relationships with learners, colleagues and people in your community?	5
3.3	Developing learners	How do you help learners build strong sport skills that can change their lives and help their communities?	5
3.4	Activities outside the classroom	What sport-related activities do you organize outside class time (e.g. clubs, field trips, tutoring)?	5
GRAND TOTAL			60

PROVINCIAL EXCELLENCE IN MULTI-GRADE TEACHING

CRITERIA	QUESTIONS	MAX SCORE
1. Excellence in Multi grade strategies	How do you manage multiple grades in one classroom?	4
	What planning approaches do you use for cross-grade teaching?	4
	How do you promote independent and peer assisted learning?	4
	What creative classroom routines or groupings do you use?	4
	How do you assess and track progress across grades?	4
Total		20
2. Subject knowledge and innovation	How do you adapt CAPS content for multi- grade contexts?	5
	How do you identify and support learning gaps across grades?	5
	What strategies support inclusivity and differentiation?	5
	What development opportunities have you pursued in multi-grade teaching?	5
Total		20
3. Community and professional growth	How do you involve the community to support multi-grade learning?	5
	What networks or forums do you belong to?	5
	How do you support other teachers in multi-grade environments?	5
	How do you manage time and well-being as a multi-grade teacher?	5
Total		20
GRAND TOTAL		60

PROVINCIAL EXCELLENCE IN TEACHING FOUNDATION PHASE (GRADES 1 – 3)

CRITERIA	QUESTIONS	MAX SCORE
1. Excellence in FP teaching	How do you support foundational literacy and numeracy?	4
	What strategies support inclusive and holistic development?	4
	How do you use play, rhythm and movement?	4
	What routines create a supportive learning environment?	4
	How do you build emotional intelligence and values?	4
Total		20
2. Learners support and subject competence	Describe your qualifications and experience in FP.	5
	What assessment guide your teaching?	5
	How do you manage a class of diverse learning needs?	5
	What professional development have you completed?	5
Total		20
3. Teacher attributes	How do you model empathy, patience and perseverance?	5
	What is your relationship with families and support staff?	5
	How do you support learners with barriers to learning?	5
	How do you mentor other FP teachers?	5
Total		20
GRAND TOTAL		60

PROVINCIAL EXCELLENCE IN TEACHING ECONOMIC MANAGEMENT SCIENCES (GET)

CRITERIA	QUESTIONS	MAX SCORE
1. Excellence in teaching and supporting learning	How do you make EMS relevant by integrating real life examples (e.g., budgets, entrepreneurship)?	4
	How do you promote financial literacy at this level?	4
	What projects or activities do you use to develop learners' economic understanding?	4
	How do you integrate technology or multimedia to teach EMS?	4
	How do you promote teamwork, ethics and decision making?	4
2. Subject knowledge and learners support	Describe your EMS content expertise.	5
	What training or development have you undertaken in EMS?	5
	How do you cater for learners with different academic needs in EMS?	5
	How do you assess EMS understanding practically?	5
3. Professionalism and Community Involvement	How do you model financial responsibility and entrepreneurship?	5
	How do you involve parents and the community (e.g., school markets)?	5
	What is your role in collaborative teaching or PLCs?	5
	How do you promote EMS outside the classroom?	5
GRAND TOTAL		70

PROVINCIAL EXCELLENCE IN TEACHING SOCIAL SCIENCES (SENIOR PHASE)

CRITERIA	QUESTIONS	MAX SCORE
1. Excellence in teaching and supporting learning: 30 marks		
1.1 Integration of History and Geography	How do you help learners draw connections between time, place, environment and society?	4
1.2 Use of source-based learning and enquiry	How do you teach learners to analyse maps, texts and visual sources critically?	4
1.4 Localising the curriculum	How do you make the content relevant to learners' communities, heritage and surroundings?	4
1.5 Stimulating learner interest and participation	How do you build curiosity and critical consciousness through Social Sciences?	4
1.6 Assessment and feedback practices	How do you assess learners' understanding and give meaningful feedback to support growth?	4
2. Content mastery and learner centered practices: 20 marks		
2.1 Subject knowledge and real-world connection	How do you use current events and local history to deepen learner understanding?	4
2.2 Professional development in Social Sciences	What steps do you take to improve your knowledge and teaching of History and Geography?	4
2.3 Promoting learner agency and thinking skills	How do you support learners to think for themselves, argue logically and make informed choices?	4
2.4 Equitable teaching and high expectations	How do you support all learners to succeed regardless of background or ability?	4
3. Broader professional and school contribution: 20 Marks		
3.1 Teamwork and subject leadership	How do you contribute to subject committees, clusters or mentoring colleagues?	5
3.2 Extension activities	What educational trips, heritage events or classroom projects have you led or supported?	4
3.3 Use of ICT and Media in Social Sciences	How do you use audio-visual, digital or online resources to enhance learner understanding?	5
GRAND TOTAL		60

PROVINCIAL EXCELLENCE IN TEACHING ACCOUNTING (FET)

CRITERIA	QUESTIONS	MAX SCORE
1. Excellence in teaching and supporting learning: 30 marks		
1.1 Development of learners' appreciation and understanding of Accounting.	How do you develop learners' appreciation and conceptual understanding of Accounting in real life contexts?	4
1.2 Creative use of learning materials and technology	How do you creatively use textbooks, simulations, spreadsheets and digital tools to make Accounting engaging and practical inside and outside the classroom?	4
1.4 Use of source-based and case study activities	How do you develop learners' ability to critically analyse accounting records, interpret financial statements and draw conclusions using source documents?	4
1.5 Subject enthusiasm	How do you foster learner interest (e.g. do they partake in Olympiads, Competitions) and inspire them to pursue careers in Accounting or teaching the subject?	4
1.6 Feedback practices	How do you provide regular, constructive feedback to learners and communicate this to parents/guardians?	4
2. Subject competence and learner focus by means of: 20 marks		
2.1 Subject content knowledge and application	How do you demonstrate deep content knowledge and apply it through engaging classroom activities or learner competitions?	5
2.2 Professional development	In what ways have you participated in or facilitated Accounting related professional development (e.g., workshops, conferences, online CPD)?	5
2.3 Learner engagement and ownership	How do you involve learners in goal setting, self-assessment and developing responsibility for their learning in Accounting?	5

2.4 High expectations	How do you promote high academic standards and build learner confidence in mastering the subject?	5
3. Personal Attributes and Broader Contributions: 20 Marks		
3.1 Lifelong learning and professional growth	How do you model professional growth and lifelong learning (e.g. being part of PLCs or professional associations, like SAAA)?	5
3.2 Professional relationship	How do you maintain positive, respectful and productive relationships with colleagues, learners, and the wider school community?	5
3.3 Empowering learners for life	How do you equip learners with financial literacy and practical Accounting skills that enable them to contribute meaningfully to society?	5
3.4 Activities beyond the classroom	How do you involve learners in Accounting clubs, business expos, tutoring or other enrichment activities?	5
GRAND TOTAL		60

PROVINCIAL EXCELLENCE IN TEACHING GEOGRAPHY (FET)

CRITERIA	QUESTIONS	MAX SCORE
1. Excellence in teaching and supporting learning: 30 marks		
1.1 Development of learners' appreciation and understanding of Geography.	How do you make Geography relevant, engaging and connected to local/global issues to deepen learners' interest?	5
1.2 Use of creative teaching methods and technology	How do you use maps, GIS, digital tools, simulations and visual aids to support learning inside and beyond the classroom?	5
1.3 Language Across the Curriculum (LAC)	How do you develop reading, writing and speaking skills through essay writing, map reading, data interpretation and oral presentations	5
1.4 Development of analytical and source-based skills	How do you teach learners to critically interpret graphs, climate data, maps or satellite images and draw evidence-based conclusions?	5
1.5 Subject enthusiasm and career promotion	How do you inspire learners to love Geography and consider careers in related fields such as teaching, urban planning or environmental science?	5
1.6 Feedback and reflection	How do you ensure timely, regular and developmentally appropriate feedback to learners and communicate progress with stakeholders?	5
2 Subject competence and learner focus: 15 marks		
2.1 Mastery and real world application	How do you demonstrate subject mastery and connect Geography content to everyday experiences or current events?	5
2.2 Continued professional development	How do you continue growing in the field of Geography and contribute to the professional learning of peers?	5
2.3 Learner participation and agency	How do you encourage learner inquiry, responsibility and ownership of their learning journey in Geography?	5

3 Personal Attributes and Broader Contributions: 15 Marks			
3.1	Lifelong learning and modelling professionalism	How do you demonstrate personal growth and professionalism (e.g., further studies, PLCs, SAGA membership)?	5
3.3	Equipping learners for global citizenship	How do you prepare learners to understand and address global and environmental challenges using Geography skills?	5
3.4	Beyond-the- classroom involvement	How do you involve learners in excursions, field trips, competitions or environmental projects?	5
GRAND TOTAL			60

MEC SPECIAL AWARD: E-LEARNING & TEACHING TRAILBLAZER AWARD

Criteria	Description	Points
1. Innovation in Use of Technology	Creative and effective integration of digital tools; contextual adaptation for rural/remote schools.	15
2. Impact on Learner Engagement & Outcomes	Evidence that digital methods improved learner participation, access, or performance.	15
3. Promotion of Digital Literacy	Empowering learners and/or colleagues to use digital tools confidently; mentoring or support provided.	10
4. Alignment with Provincial Vision (“Modern, Growing & Connected Province”)	Demonstrates future-focused practices that reflect the Premier’s provincial vision.	10
5. Responsiveness to Provincial Realities	Using low-data, offline, hybrid or other context-appropriate solutions to overcome local challenges.	5
6. Contribution to School’s Digital Culture	Creating or supporting sustainable digital initiatives within the school.	5

SCORING RUBRIC (Total: 60 Points)

Performance Levels

Level	Descriptor
4– Exceptional	Outstanding, exemplary, high-impact practice that is innovative, replicable and well-documented.
3–Proficient	Strong, consistent practice with clear evidence of impact and good use of digital approaches.
2– Developing	Partial implementation; some evidence of effort but limited reach or inconsistent impact.
1–Emerging	Minimal evidence; practice is still conceptual or not fully demonstrated.

INNOVATION IN USE OF TECHNOLOGY (15 POINTS)

Level	Descriptor	Points
Exceptional (4)	Highly creative, context-responsive digital solutions; demonstrates original thinking and strong pedagogical integration.	13–15
Proficient (3)	Good use of digital tools; appropriate integration into teaching; shows initiative.	10–12
Developing (2)	Limited or uneven use of technology; integration lacks depth or consistency.	7–9
Emerging (1)	Very little evidence of digital innovation; tools used superficially or seldom.	0–6

Impact on Learner Engagement & Outcomes (15 Points)

Level	Descriptor	Points
Exceptional (4)	Clear, measurable improvement in learner participation, completion, performance or access attributed to e-learning.	13–15
Proficient (3)	Good evidence of improved engagement or access; positive learner feedback.	10–12
Developing (2)	Some signs of improvement but not sustained; impact not fully documented.	7–9
Emerging (1)	No clear evidence of impact or learner outcomes.	0–6

Promotion of Digital Literacy (10 Points)

Level	Descriptor	Points
Exceptional (4)	Actively mentors colleagues, leads digital literacy efforts, empowers learners with strong ICT skills.	9–10
Proficient (3)	Supports others in using digital tools; learners show improved confidence/ Support newly appointed teachers to complete the yearlong online induction programme	7–8
Developing (2)	Some attempts to support digital literacy but limited participation or follow-through.	5–6
Emerging (1)	Minimal contribution to learner or staff digital literacy.	0–4

Alignment with Provincial Vision: 'Modern, Growing & Successful Province' (10 Points)

Level	Descriptor	Points
Exceptional (4)	Strongly reflects provincial priorities: future-focused, scalable, technologically progressive initiatives.	9–10
Proficient (3)	Good alignment; practices show awareness of provincial direction.	7–8
Developing (2)	Partial alignment but not strategically linked to provincial priorities.	5–6
Emerging (1)	No clear alignment with the Premier's provincial vision.	0–4

Responsiveness to Provincial Realities (5 Points)

Level	Descriptor	Points
Exceptional (4)	Demonstrates strong adaptation to provincial constraints (distance, data limits, rural context) with highly effective alternatives.	5
Proficient (3)	Good adaptation to contextual realities; solutions are practical and relevant.	4
Developing (2)	Some awareness of local challenges but solutions are not fully effective.	3
Emerging (1)	Limited responsiveness to provincial realities.	0–2

Contribution to School's Digital Culture (5 Points)

Level	Descriptor	Points
Exceptional (4)	Leads or sustains whole-school digital initiatives; helps embed a school-wide digital culture.	5
	Accessing and completion of Online Teacher Development Platform micro modules	4
Proficient (3)	Makes a noticeable contribution to the school's digital growth.	3
Developing (2)	Some contribution but not yet established or consistent.	2
Emerging (1)	Very limited or no contribution to digital culture.	1

TOTAL: 60 POINTS

6. How to Nominate – Step by Step

Complete the electronic nomination form:

1. Attach all required documents:
 - Nomination form
 - Certified ID copy
 - SACE certificate
 - Qualifications
 - Motivation / written responses
2. Ensure the form is signed and endorsed by the school principal or line manager
3. Submit the nomination electronically before the closing date

 *Incomplete or late submissions cannot be considered.*

7. What Adjudicators Are Looking For?

Adjudicators assess nominations based on evidence, not titles or positions. They look for:

Impact on Learners

- Improved learning outcomes
- Learner engagement and well-being Quality

Teaching Practice

- Good planning, inclusive teaching, meaningful assessment

Innovation and Initiative

- Creative problem-solving, especially in challenging contexts Professionalism
- Reflection, growth, collaboration, mentorship

Community Connection

- Involvement beyond the classroom

Tip: Simple, consistent practices - clearly explained - often stand out more than big projects.

8. Crafting Your Evidence Portfolio

You may include:

- Lesson plans or teaching programmes
- Photos and/or videos (with consent)
- Learner work samples
- Testimonials or letters of support from colleagues, parents or learners
- Evidence of learner progress

Avoid:

- Large, unstructured files digital files
- Irrelevant certificates or documents
- Unsupported claims without corresponding evidence

9. Special Provincial Awards Explained

District Executive Mayor Award

This award recognises educators, schools and education leaders who demonstrate exceptional contribution to teaching, learning and educational development within the district. It celebrates innovation, leadership and measurable impact on learners, promoting high standards of education and inspiring others to achieve excellence. It highlights individuals and teams who uplift their communities and strengthen educational outcomes.

Objectives of the Award

1. To acknowledge outstanding educators who make a significant impact on learning outcomes.
2. To encourage innovative teaching and learning practices in schools.
3. To promote leadership and mentorship among educators and school leaders.
4. To strengthen community engagement and collaborative educational initiatives.
5. To highlight best practices that can be scaled or replicated nationally.

This award is managed by District Directors in consultation with MEC Office.

Premier's Award – Excellence in Education

This is the highest provincial honour.

It recognises individuals, teams or institutions whose contribution:

- Demonstrates exceptional educational impact
- Reflects innovation, leadership and integrity
- Aligns strongly with the Premier's priorities for education

This award is not open for public nomination and is managed by the Office of the MEC.

10. Important Dates for 2026

- Call for Nominations: 1 February
- Nomination Closing Date: 31 March
- District Screening: April
- Provincial Adjudication & Verification: June – August
- Awards Ceremony: August

11. We Are Here to Help

For support with your nomination or for any queries, please contact your District NTA Coordinator or the Provincial NTA Office.

District	NTA District Coordinator	E-mail address	Contact
FB	Ms A. McAnda	alana.mc@vodamail.co.za	082 408 1225
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