INFORMATION GUIDE FOR

17th Annual NTA 2016

basic education

Department:
Basic Education
REPUBLIC OF SOUTH AFRICA

National
Teaching
Awards

Read to Lead

A Reading Nation is a Leading Nation

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1. Definition of Terms

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

Term	Definition
Adjudicators	This refers to specialists in related science and technology fields who form adjudication panels responsible for assessing and selecting the best projects at provincial and national level.
Context	This refers to learners' needs, interests and background (social, economic, political, and cultural, etc.)
Diversity	Differences in people, taking into account the following aspects: culture, language, geographical background, ability, age, economic and social background in your school setting.
EPWP 6	Education White Paper 6
Excellence	To maintain high standards of performance, professionalism and aim to be the best in everything including being fair, ethical and trustworthy.
Governance Structure	Refers to School/ECD centres Governing Body.
Grade R Category	All public schools and the ECD centres/sites registered with the Department of Basic Education and/or Department of Social Development.
ICT	Information and Communication Technology
Inclusivity	Inclusion is about accommodating the needs of all learners, irrespective of disability and cultural and socio-economic background. Additionally, it refers to a change in attitude, behaviour, teaching and assessment methods, curricula and teaching and learning environments to accommodate all learners, as well as maximizing the participation of all learners and particularly the needs of those learners who experience barriers to learning) (Education White Paper 6, SA, 2001).

Term	Definition
PDE	Provincial Department of Education
Primary School	From Grade 1 to 7.
School Community	This includes parents, teachers, learners, the business sector, local community and organisations, teacher unions, and SGB.
Secondary School	From Grade 8 to 12.
SIAS Policy	Policy on Screening, Identification, Assessment and Support (2014)
Special Needs and Inclusive Teaching	For public ordinary, special and full-service schools (Including therapists, psychologists and itinerant learning support teachers)
SIAS	This refers to a Policy on Screening, Identification, Assessment and Support, which is aimed at ensuring that all children of school-going age who experience barriers to learning, including those who are disabled, will be able to access inclusive, quality, free, primary and secondary education on an equal basis with **other young people in the communities in which they live.**
SNA Forms	Support Needs Assessment Forms of the SIAS Policy

Term	Definition
Social Cohesion Issues	Among other things, this refers to the following: • Demographic representation; • Gender; • Race relations; and • Constitutional precepts such as redress and access and the importance of teaching in achieving social goals.
Social goals	This refers to matters such as human rights, inclusivity, and environmental and social justice (as described in the National Curriculum Statement).
Team Work	To partner together as colleagues, working as a team to achieve shared organisational goals. A team should be a group of colleagues in a particular grade, phase, subject or the school/centre management team. A maximum of 5 (five) teachers form a team.
Technology-Enhanced Classroom Teaching:	To integrate technology in day to day classroom teaching activities by teachers in public schools, mainstream and full service schools.

Appendices

1.   Form 1

2.   Form 2

3.   Form 3

2.   Introduction

The National Teaching Awards Scheme was conceptualised and launched in 2000 and now enters its seventeenth (17th) year of implementation. Through extensive consultation, the scheme has been refined, sharpened, as well as broadened in terms of its frame and categories. We therefore welcome you to the National Teaching Awards 2016.

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

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

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

- Focus public attention on the positive aspects of Basic Education, thereby raising the public image of the teaching profession;

- Recognise and promote excellence in teaching performance;

- Honour dedicated creative and effective teachers and schools;

- Encourage best practice in schools; and

- Afford South Africans the opportunity to publicly say thank you to all outstanding teams or individual teachers in schools.

4. Categories and Awards

4.1 The Categories are:

- Excellence in Primary School Teaching;

- Excellence in Secondary School Teaching;

- Excellence in Primary School Leadership;

- Excellence in Secondary School Leadership;

- Excellence in Grade R Teaching;

- Excellence in Special Needs Teaching;

- Excellence in Technology–Enhanced, Teaching and Learning Award;

- Excellence in Mathematics teaching (FET);

- Excellence in Physical Science teaching (FET); and

- Lifetime Achievement Award.

4.2 The Awards are:

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

5. Criteria for Nomination

All entries, with the exception of the Excellence in Technology–Enhanced, Teaching and Learning category, will be assessed against the general criteria and the specific criteria of the category entered for.

5.1 General criteria

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

- Constitutional precepts such as redress and access, race relations, diversity and inclusivity, including poor facilities and inadequate resources;

- HIV and Aids and other diseases;

- Substance abuse, crime, bullying, gangsterism, teenage pregnancy and gender issues; and

- Environment.

5.1.1 Implementation of Basic Education policies

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

5.1.2 Contribution to the ethos and morale of the school/centre

How the teacher:

- motivates and inspires learners and colleagues;

- is involved in programmes that unify the school community; and

- engages in continuing professional development activities, which have a positive impact on classroom activities.

5.1.3 Contribution to extra-curricular activities in the school community

How the teacher:

- encourages learners and colleagues to participate in extra-curricular activities; and

- succeeds in using extra-curricular activities for the holistic development of learners.

5.2 CATEGORIES AND SPECIFIC CRITERIA

5.2.1 Excellence in Primary School Teaching

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

- Knowledge and skills to identify learners' strengths and weaknesses, to choose appropriate teaching and learning strategies; and

- Learner-centred, creative and innovative techniques that provide for acquiring of appropriate skills and knowledge and promotion of critical thinking and problem solving skills, in line with Curriculum Assessment and Policy Statements (CAPS).

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

- Keeping comprehensive records of planning and learner progress and ensuring that these are accessible;

- Actively involving learners in their own assessment in a way that fully supports their needs and the development of their skills, attitudes and knowledge;

- Giving insightful, regular, consistent and timeous feedback, which is built into lesson designs and is available to all stakeholders; and

- Providing opportunities for learners to link curricular activities with real life experiences (for example, learners undertake an educational tour).

5.2.2 Excellence in Secondary School Teaching

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

- Using knowledge and skills to identify learners' strengths and weaknesses to choose appropriate teaching and learning strategies;

- Learner-centred, creative and innovative techniques that provide for acquiring of appropriate skills, knowledge and promotion of critical thinking and problem solving skills, in line with Curriculum Assessment and Policy Statements (CAPS); and

- Balancing curricular needs and the context of the learner within the suggested time frame.

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

- Keeping comprehensive records of planning and learner progress and ensuring that these are accessible;

- Developing learners who will act in the interest of the society, whose values will be based on respect for democracy, equality, human dignity and social justice, as promoted in the constitution;

- Giving insightful, regular, consistent and timeous feedback, which is built into lesson designs and is available to all stakeholders; and

- Providing guidance and support to learners using the curriculum for career and life choices.

5.2.3 Excellence in Primary School Leadership

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

• using resources optimally and creatively, bearing in mind the vision, mission and goals of the institution, including making resources accessible to the school community;

• mentoring, supporting and providing staff development initiatives and ensuring that staff training and mentoring programmes are implemented and evaluated to encourage teachers to do more than what is required, with enthusiasm; and

• keeping comprehensive and up-to-date records that meet requirements in terms of accepted practices and/or developmental requirements; and

• Delegating tasks appropriately to colleagues for the purpose of capacity building.

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

• Translating strategic objectives into action plans, thereby inspiring colleagues and engendering trust;

• keeping monitoring mechanisms in place to promote the implementation of strategic objectives and policies;

• working with colleagues and consulting with all stakeholders to effect improvements on an on-going basis;

• remaining approachable, sharing information and providing support, while encouraging independent thinking and innovation; and

• Showing active awareness of transformational issues and responding positively to inclusivity and social cohesion issues within the context of the school, centre or community.

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

- actively seeking solutions to school, centre or community problems and leading in carrying out suggested solutions;

- providing leadership in creating partnerships with relevant external organisations or institutions;

- encouraging and motivating others (colleagues) to take leadership roles within and beyond the school or centre; and

- consistently showing leadership by dealing with issues of diversity, personal attitudes and the beliefs of others with skill, consideration, sensitivity and understanding.

5.2.4 Excellence in Secondary School Leadership

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

- using resources optimally and creatively, bearing in mind the vision, mission and goals of the institution, including making resources accessible to the school community;

- providing staff induction, mentoring and coaching to encourage teachers to do more than what is required;

- keeping comprehensive and up-to-date records that meet requirements in terms of accepted practices and or developmental requirements; and

- Delegating tasks appropriately to colleagues for the purpose pf professional development.

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

- Translating strategic objectives into action plans, thereby inspiring colleagues and engendering trust;

- keeping monitoring mechanisms in place to promote the implementation of the strategic objectives and policies;

- working with colleagues and consulting with all stakeholders to effect improvements on an on-going basis;

- remaining approachable, sharing information and providing support while encouraging independent thoughts and innovation; and

- showing active awareness of transformational issues and responding positively to inclusivity and social cohesion issues within the context of the school, centre or community.

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

- Actively seeking solutions to school, centre, or community problems and taking the lead in carrying out suggested solutions;

- providing leadership in creating partnerships with significant external organisations or institutions;

- Encouraging and motivating colleagues to take leadership roles within and beyond the school or centre; and

- consistently showing leadership by dealing with issues of diversity, personal attitudes and the beliefs of others with skill, consideration, sensitivity and understanding.

5.2.5 Excellence in Grade R Teaching

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

- using knowledge and skills to identify learners' strengths and weaknesses to develop teaching strategies;

- Learner-centred, creative and innovative techniques that provide for acquiring of appropriate skills, knowledge and promotion of critical thinking and problem solving skills, in line with Curriculum Assessment and Policy Statements (CAPS); and

- Keeping an excellent balance between the clear goals of the teaching programme as proposed by caps and the expression of learner needs, interests and backgrounds.

5.2.5.2 Encourage young learners to become independent and confident by:

- using developmentally appropriate communication approaches to enable learners to express themselves with confidence;

- teaching various memory skills to help learners to recall experiences;

- creating a supportive and caring environment that helps children to manage their own behaviour; and

- using an inclusive and unbiased approach to promote learners' self-esteem so that they are motivated and confident.

5.2.5.3 Foster links between the school, centre and the community by:

- actively seeking solutions to school, centre, or community problems and taking a lead in carrying out suggested solutions by establishing respectful and cooperative relationships with co-workers, families, the community and partners.

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

- using resources optimally and creatively to the benefit of the school, centre and the community;

- keeping outstanding records of planning and learner progress and ensuring that these are accessible;

- giving insightful, regular, consistent and timeous feedback, which is built into lesson designs and is available to all stakeholders; and

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

5.2.6 Excellence in Special Needs Teaching

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

- Using knowledge and skills to identify and address the individual strengths and needs of learners through the rigorous application of the processes outlined in the SIAS Policy and SNA Forms;

- Using learner-centred techniques and appropriate teaching and learning strategies that provide for acquiring appropriate basic skills, whilst displaying excellent content knowledge of relevant subjects to promote progress and attainment of individual learners;

- Planning the integration of resources and assistive technology that are relevant to the learners' developmental and special needs (allowing for creativeness, innovation and improvisation);

- Differentiating the curriculum to suit the needs of the learners within the framework of Education White Paper 6 and responding appropriately to the barriers to teaching and learning by incorporating multi-modal strategies relevant to the needs of the learners;

- Keeping comprehensive records of individual support planning and learner progress and ensuring that these are accessible and that parents are made partners in the support of the learners; and

- Using appropriate language (including South African Sign Language) and communication strategies (such as Augmentative and Alternative Communication) for teaching and learning to enhance learners' access to the curriculum.

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

- keeping comprehensive records of planning and learner progress and ensuring that these are accessible;

- giving insightful, regular, consistent and timeous feedback, which is built into lesson designs and is available to all stakeholders;

- providing guidance and support informed by the curriculum, for career and life choices to learners and parents;

- using appropriate language for teaching and learning to the benefit of learners; and

- recognising the involvement of parents in the school or centre.

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

- Using inclusive teaching and learning strategies and promoting respect for individuality and diversity (in the case of therapists and psychologists, supporting teachers to design differentiated curriculum delivery strategies);

- promoting learners' self-esteem so that they see themselves as part of the society; and

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

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

- Actively seeking solutions to school, centre, or community problems and taking a lead in carrying out suggested solutions;

- providing leadership in creating partnerships with relevant external organisations or institutions;

- creating opportunities for the school to be a resource centre to the community and other organisations;

- identifying challenges and making referrals to appropriate support services for intervention and placement; and

- identifying the special skills and knowledge required by learners for them to obtain employment when they leave school.

5.2.7 Excellence in teaching Mathematics (FET)

5.2.7.1 Excellence in teaching and supporting learning by the:

- Development of learners' appreciation and understanding of Mathematics;

- Creative use of learning materials and helping learners to master material;

- Improve teaching skills over time;

- Use of technology within appropriate contexts, and promotion of mathematics inside and outside the school;

- Encouraging learners to pursue a career in mathematics, including teaching;

- Membership of professional associations;

- On-going review and enhancement of own professional practice;

- Enthusiasm for the subject;

- Ability to motivate learners to learn; and

- Effective organisational skills.

5.2.7.2 Learner Focus by means of:

- The promotion of positive relationships amongst learners;

- Encouraging cooperation among learners through group work or projects, collaborative learning communities, or other mechanisms;

- Engaging learners as full partners in the learning process, with learners assuming responsibility for their own choices;

- Communicating high expectations; and

- Engaging learners in activities outside of the classroom such as clubs, organisations, tutoring, field trips, or similar activities.

5.2.7.3 Subject competence proven by:

- Maintaining knowledge through discipline-related professional development;

- Participation in professional development that demonstrates growth as a teacher; and

- Engagement in activities that reflect knowledge in the field.

5.2.7.4 Personal Attributes evident in:

- Modeling life-long learning;

- Engaging in positive working relationships with learners, colleagues, and/ or community;

- Affirming and participating in shaping a school's culture (mission, vision, and values); and

- Demonstrating clear reasoning skills.

5.2.8 Excellence in teaching Physical Science (FET)

5.2.8.1   Excellence in teaching and supporting learning in:

- The development of learners' appreciation and understanding of Physical Science;

- The creative use of learning materials and helping learners to master material;

- The Improvement of teaching skills over time;

- The use of technology within appropriate contexts, and promotion of Physical Science inside and outside school;

- Encouraging learners to pursue a career in Physical Science, including teaching;

- Membership of professional associations;

- Ongoing review and enhancement of own professional practice;

- Enthusiasm for the subject;

- The ability to motivate learners to learn; and

- Effective organisationl skills.

5.2.8.2   Learner Focus obtained by:

- The promotion of positive relationships among learners;

- Encouraging cooperation among learners through group work or projects;

- Collaborative learning communities, or other mechanisms;

- Engaging learners as full partners in the learning process, with learners assuming responsibility for their own choices;

- communicating high expectations; and

- Engaging learners in activities outside of the classroom such as clubs, organisations, tutoring, field trips, or similar activities.

5.2.8.3   Subject competence proved by:

• maintaining knowledge through discipline-related professional development;

• participation in professional development that demonstrates growth as a teacher;

• membership of professional association; and

• Engagement in activities that reflect knowledge in the field.

5.2.8.4   Personal Attributes evident in:

• Modeling lifelong learning;

• Engaging in positive working relationships with learners, colleagues, and/ or community;

• Affirming and participating in shaping the school's culture (mission, vision, and values); and

• Demonstrating clear reasoning skills.

5.2.9 Lifetime Achievement Award

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

• contributing to the social, cultural and economic development of the school, centre or community by actively seeking solutions to school, centre or community problems and taking a lead in carrying out suggested solutions;

• Providing leadership in creating partnerships with relevant external organisations or institutions; and

• Encouraging and motivating others (colleagues) to take leadership roles within and beyond the school or centre.

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

- receiving results, awards and recognition over a long period of time, e.g. awards from PDEs and other organisations;

- showing endurance, commitment and perseverance to the benefit of the school and the education sector in general (e.g. starting and sustaining a school, centre or community project); and

- facing and overcoming challenges in and outside the school.

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

- Promoting learners' self-esteem, encouraging active participation in school and community activities, and motivating learners to excel;

- Making efforts to retain learners from different backgrounds in the school or centre;

- Using knowledge and skills to identify learners' strengths and weaknesses, and providing appropriate interventions; and

- Taking sustainable initiatives to support learner interests and needs.

5.2.9.4 Earning the respect of learners and colleagues by:

- showing appropriate human relation skills in communicating with the school community; and

- receiving and responding to constructive feedback from learners, colleagues and parents.

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

- setting attainable goals and expectations for the school, centre or community (strategic leadership);

- delegating tasks appropriately to colleagues for the purpose of capacity-building, but still accepting accountability;

- providing staff induction, mentoring and coaching to encourage teachers to do more than what is required, with eagerness; and

- managing change innovatively and minimising unnecessary uncertainty responding positively to social cohesion issues.

5.2.10 Category: Excellence in Technology-Enhanced Teaching and Learning

The nominees for this category should demonstrate the following attributes:

5.2.10.1 Scope of teacher's ICT application attributes

- The use of ICT's to enhance teaching and learning in the classroom. (Teaching and learning, project work, mobile-devices, collaboration or community engagement); and

- Working with other teachers, other schools, ICT specialists outside of the school.

5.2.10.2 Teacher's ICT Attributes

The teacher is able to demonstrate:

- exceptional use of ICT in teaching and learning in the classroom;

- being a role model to others in their use of ICT;

- being creative and bringing flair to the way they teach and use ICT both in and out of the learning environment; and

- using the tools of communications in ICT to promote dialogue and collaboration.

5.2.10.3 ICT application in the classroom or school

How many of the following uses of ICT were evidently applied in the classroom or school by the teacher with any of the following levels of ICT competence?

- Tools for management;

- Collaborative tool for teachers and learners;

- Administrative tool to increase productivity;

- Resource tool for curriculum integration;

- Communication tool; and

- Research information tool.

5.2.10.4 General impact

- What aspects make the teacher's ICT application in teaching and learning exemplary? (Number, age of group of affected individuals, efficiency gains and overall effectiveness);

- In what ways is the teacher's ICT application in teaching and learning innovative? (Teacher or learner context, creativity, previous practice, availability of greater independence and responsibility for their own work) ;and

- Working Resources.

5.2.10.5 Impact on learners

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

- **Knowledge** recall data or information;

- **Comprehension** understanding the meaning, translation, interpolation, interpretation of instructions and problems;

- **Application** Using a concept in a new situation or unprompted use of an abstraction. Applies what was learned in the classroom into novel situations outside the classroom;

- **Analysis** Separating material or concepts into component parts so that its organisational structure may be understood, distinguish between facts and inferences;

- **Synthesis** Building a structure or pattern from diverse elements and put parts together to form a complete structure, with emphasis on creating a new meaning or structure; and

- **Evaluation** Making judgements about the value of ideas or materials.

Tool for enhancing inclusion of learners who experience barriers to learning.

5.2.10.1 The nominees for this category are required to make a presentation which should focus on the following aspects:

- The creative and innovative use of ICT in teaching and learning in the classroom;

- The creative and innovative use of ICT in teaching and learning outside the classroom;

- The creative and innovative use of ICT as a tool for administration and management;

- How the teacher is a role model to others in the use of ICT; and

- The use of ICT as a communication tool to promote dialogue and collaboration.

5.2.10.1 Making a presentation (for Technology–Enhanced, Teaching and Learning Award)

- The nominees for the Technology Enhanced Teaching and Learning Category will make a Power-Point presentation for 15 minutes and be interviewed for 20 minutes.

6. RULES PERTAINING TO THE NATIONAL TEACHING AWARDS

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

- General Information;

- Rules Pertaining to the National Teaching Awards 2016;

- 2016 NTA - Nomination Form (Form 1);

- 2016 NTA - Team/Self Portrait Form (Form 2); and

- 2016 NTA - School Motivation Form (Form 3).

6.2 Eligibility

The nominee or team must:

- Be a serving teacher in a public school registered with the Department of Basic Education in South Africa;

- Be employed by the Department of Basic Education or a School Governing Body;

- Be a serving teacher or practitioner in a public school/ ECD Centre registered with the Department of Basic Education and/or Social Development in South Africa;

- Have been working for at least two years in any of the above institutions in South Africa without a break of service (except for the Lifetime Achievement Award, a minimum of 30 years without a break of service in a public school/centre in South Africa is an eligibility);

- Be a South African citizen and if a team be made up of South African citizen/s;

- Produce certified proof of SACE certificate or provisional registration;

- Not enter if they have previously won the National Teaching Awards at provincial and national level. They will only be eligible for nomination after five years from the year of receipt of the award unless if it is in another category;

- Not be allowed to enter for the classroom and Special Needs categories if they are School Principals and Deputy Principals. They will only be allowed if they teach for more than 50% of the allocated time;

- Enter for leadership categories only for if they are School Principals and/or Deputy Principals' categories; and

- Enter for Excellence in Special Needs teaching awards if they are Post Level 1 teachers. Therapists and psychologists are included in the category provided the focus of their support is to improve learner performance in the classroom – therefore supporting teachers to effectively delivering the curriculum in a differentiated way.

6.3   Disqualification

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

- Incomplete forms;

- Nominees signing their own nomination form;

- Corrections or alterations on forms 1 and 3;

- Forms not received on time as determined by the Province;

- No copy of certified SACE certificate or provisional registration certified, submitted in pack;

- No copy of certified ID submitted in pack;

- Nominees are limited to one category at a time entering for more than one category will lead to disqualification;

- No school stamp on the School Motivation Form (Form 3);

- False information; and

- Not adhering to the requirements of 2 years- all categories /except 30 years without a break in service – Life Time Achievement Award.

6.4   How to nominate

- The principal/chairperson of nomination team must organise a nomination meeting that would include the School Governing Body (SGB) to discuss the nomination process;

- The staff and the SGB members of the school must study the criteria requirements of each Category and draw up attributes or qualities that would match their nominees with a particular given criteria;

- Once suitable teachers/teams have been nominated, their names must be filled in on the Nomination Forms provided; and

- District/Regional Officials may also nominate in consultation with the school governance structures.

6.5   Filling in of Nomination forms

- **Form 1** is self-explanatory;

- **Form 2:** When filling in the team/self-portrait form, the teacher must follow the **criteria** as outlined in the relevant category;

- The words in the self-portrait form **(Form 2)** should not exceed a maximum of two thousand (2000) words; and

- **Form 3:** The words in the school motivation form **(Form 3)** should not exceed a maximum of one thousand five hundred words (1500) words.

6.6   Who should sign the forms?

6.6.1 If a principal of a school or a School Management Team is a nominee, then the School Governing Body and the School Nomination Team must agree on a person who will sign on behalf of the principal and motivate why such a person was chosen to sign.

6.6.2 Even in the case where the District/Regional Official nominates, it is still necessary for the Principal/School Management Team nominee/SGB to sign the forms.

6.7   Choosing the NTA finalist by an adjudication panel

• **All teachers/teams that enter the NTA are allocated thirty five (35) minutes and those that enter in the Lifetime Achievement category are allocated forty five (45) minutes.**

• Three methods will be used:

    • **The teacher/team's presentation of the general criteria;**

    • **The interview of the specific criteria** by an adjudication panel; and

    • The verification visits will be undertaken if funds permit.

• All teachers that enter the NTA, will be expected to make a POWER POINT PRESENTATIONS in the following manner:

• In the case of the **Lifetime Achievement category**, the teacher/team will present on the General Criteria for twenty (20) minutes and be interviewed for twenty-five minutes on the specific criteria;

• In the case of **other categories** (excluding the Technology Enhanced Teaching and Learning Category), the Power-Point presentation will be limited to 15 minutes on the general criteria and be interviewed for 20 minutes on the specific criteria;

- For the nominees for the Technology Enhanced Teaching and Learning Category, the Power-Point presentation will be for 15 minutes and be interviewed for 20 minutes;

- Teachers will be allocated five (5) minutes before the start to set up their presentation. During that time, the adjudicators will be checking the nomination forms.

- The nominees are allowed to do code switching to a language they are more comfortable with during the interview session. Code switching is limited to a word and/or phrase.

- The panel reserves the right to change interview times.

- However, the candidates shall be informed of any change of the schedule should there be changes, through the Provincial Coordinator.

6.8   Verification visits

These will be conducted after the completion of the interview sessions and will include audio/video recording of the finalists.

6.9   General matters:

- All material submitted for NTA must be in English;

- All the material that has been submitted for the NTA will not be returned to the participants and will be used by DBE for educational purposes.

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

- The category for each nominee must be clearly marked.

- The school must ensure that the Nomination Forms, Self/ Team Portrait Forms and the School Motivation Forms are clearly completed.

- These forms must be sent to the District Office by the **date determined by the Province.**

- Teachers are free to make photocopies of the Nomination Form or access forms via the website of the Department of Basic Education: www.education.gov.za and the Thutong Portal: www.thutong.org.za

6.10   DISPUTES

Introduction

This section deals with the handling disputes in the NTA. The system is meant to address situations where teachers feel that their rights have been violated and the rules of the award have not been respected. The system is also a pillar in the overall effort to strengthen accountability and ensure responsible decision-making. The purpose of this section is to provide practical information and guidance on dealing with disputes in NTA.

This came as a result of extensive discussions on the issue of administration of NTA, and a keen recognition by both management and teachers that there might be disputes in the interpretation of NTA rules, regulations and stipulated criteria.

The NTA process involves four levels: the district, regional/cluster, provincial and the national level. It is advisable that when you want to lodge a dispute you go through each of these levels and only contact the Department of Basic Education as a last resort. Therefore, the following steps will/should guide you on the steps you will/should have to follow to have your matter settled.

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

First step:

Before you lodge a complaint, it is advisable to:

- Familiarise yourself with the rules governing the NTA you believe has been handled in a manner that violates your rights. Speak to your colleagues, supervisor, or another manager whom you trust.

- Identify the specific issue that you are objecting to, and 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 justice system.

- If you consider that there has been an issue that violates your rights and you are unable to resolve the matter informally, then you can contest such a decision through the formal mechanism.

Second step

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

- Send a detailed report to the chair of the adjudication panel quoting all relevant information such as the reason/s, the date and time of the occurrence of the subject of dispute.

- In your report, explain clearly the decision you wish to contest, who made the decision and when, how it violates your rights and why you believe the decision was improper or unlawful.

- Make copies of any correspondence so that it would be easy to produce proof should it be necessary.

- 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.

- When the chairperson of the adjudication panel receives the report, s/he 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.

- The review panel will examine the facts of the case, and will conduct, where necessary, oral proceedings and/or document analysis.

- This can either be in the form of face-to-face negotiations, in-person meetings involving parties together keep the parties focused solely on their goals to resolve the problems at hand and reduce the risk that a

party misses out on the context of the talks.

- At the end of the review, the panel should have a written agreement/ resolution.

- Apart from it being enforceable, it gives the decision legitimacy, and serves as guidance if a similar problem arises in future.

- The NTA manager should ensure that resolutions are in line with the rules of the NTA.

- The manager should document the resolution the review panel recording whether the aggrieved teacher agreed with it.

- If it is determined that an improper decision has been made, the NTA management team will ensure that the decision is changed or that an appropriate remedy is provided.

- The complainant should receive a response within seven (7) days of submitting a grievance.

Third step:

- 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.

- This has to occur no more than seven (7) days after the teacher received notification of the contested decision.

- The same process that was followed in *step 2* should be followed.

Fourth step

- In cases where no agreement could be reached on a dispute, the matter should be brought to DBE's attention whose decision will be final.

- Dispute resolution panel

- Please ensure that the dispute resolution panel members were not part of the adjudication panel that led to a dispute.

- When selecting these members, ensure that they are comparable to the adjudication panel members in terms of position, experience, etc.

Fourth step

- In cases where no agreement could be reached on a dispute, the matter should be brought to DBE's attention whose decision will be final.

Dispute resolution panel

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

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