



**basic education**  
Department:  
Basic Education  
REPUBLIC OF SOUTH AFRICA



**National  
Teaching  
Awards**



# **PROFESSOR KADER ASMAL AWARD INFORMATION GUIDE**



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## 1. Definition of terms

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

<b>Term</b>	<b>Definition</b>
<b>Adjudicators</b>	Refers to specialists in related areas of whom form part of adjudication panels responsible for assessing and selecting the best projects at provincial and national level.
<b>Code of conduct</b>	Code of conduct is a set of rules outlining the social norms and religious rules and responsibilities of, or proper practices for, an individual, party or organisation. Related concepts include ethical, honor, moral codes and religious laws.
<b>Context</b>	This refers to needs, interests and background (social, economic, political, cultural, etc.) of the candidate
<b>Diversity</b>	Differences in people, taking into account the following aspects: culture, language, geographical background, ability, age, economic and social background in your school setting. Diversification in teaching methods, strategies and assessment through accommodating all learners (regardless of age).
<b>Excellence:</b>	To maintain high standards of performance, professionalism and aim to be the best in everything including being fair, ethical and trustworthy.
<b>Fourth Industrial Revolution</b>	The Fourth Industrial Revolution (FIR) is the fourth major industrial era the First Industrial Revolution of the 18 <sup>th</sup> century. It is about more than just technology-driven change; it is an opportunity to help everyone, including leaders, policy-makers and people from all income groups and nations, to harness converging technologies in order to create an inclusive human-centred future.
<b>Multi-valency</b>	The quality or state of having many values, meanings, or appeals.
<b>Social Cohesion Issues:</b>	Among other things, this refers to the following: <ul style="list-style-type: none"> <li>• Demographic representation;</li> <li>• Gender;</li> <li>• Race relations;</li> <li>• Constitutional precepts such as redress and access and the importance of teaching in achieving social goals.</li> </ul>



## 2. INTRODUCTION

In 2011 the Minister of Basic Education, Mrs A Motshekga, launched the Kader Asmal Excellence Award in honour of Professor Kader Asmal for his contribution to education and to society broadly. Professor Kader Asmal introduced the National Teaching Awards (NTA) scheme during his term of office in the Ministry of Education in 2000; and they are now in their twentieth year of implementation.

The inception of the Kader Asmal Excellence Award enables the Minister to honour an outstanding educator embodying some of the core values that Professor Asmal stood for and at the same time honour Professor Asmal for his contribution to the development of education in this country.

The Minister of Basic Education sends to all Members of the Executive Council (MEC) an invitation to submit names of outstanding educationists who fit the profile for the Minister's consideration.

The Kader Asmal Excellence Award seeks to recognise educators who, in their work, demonstrate the key values that were a hallmark of Prof Asmal's leadership:

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

The Kader Asmal national winner is selected by a panel which consists of senior managers of the Department of Basic Education Department of Basic Education and used to be chaired by Professor Asmal's wife, Mrs Louise Asmal, who asked to be excused because of her health and age.

## 3. ELIGIBILITY

To enter the Kader Asmal Award, the candidate should meet the following criteria:

- a) Be an activist teacher/educator (school or office-based) and/or educationalist still serving or retired in the Education Sector. This includes candidates who work at Higher Education Institutions (HEIs); Non-Governmental Organisations (NGOs); Non-Profit Organisations (NPOs); Community Based Organisations (CBOs); Faith Based Organisations (FBOs); and social partners; and
- b) Hold South African citizenship.

Finalists who had participated in this category before are **excluded** from participating in this category again.



#### 4. PROFESSOR KADER ASMAL AWARD CRITERIA

- a) There are two types of criteria for this award: the general criteria and the criteria based on the values of Professor Kader Asmal.
- b) Sixty (60) marks are allocated on general criteria and forty (40) marks on his values.
- c) Candidates are advised to respond to all the questions as marks are allocated per question.

##### 4.1 General criteria, questions and scores

Criteria	Questions	Max score
<b>1. Contribution to the ethos and morale of the school</b>		
1.1 How the candidate motivates and inspires learners and colleagues; and involve them in programmes that unify the classroom/school/community, university, etc;	1.1 How do you motivate and inspire learners, students, and adults in programmes that unify the classroom/school/community, university, etc?	<b>5</b>
1.2 Engages in continuing professional development activities, which have a positive impact on classroom/ school/community, university, etc. activities.	1.2 Expand on how you engage in the continuing professional development activities which have a positive impact on classroom/school/community/university, etc activities?	<b>5</b>
<b>2. Future focused education</b>		
2.1 Integration of the Fourth Industrial Revolution (4IR) skills and competences in teaching to prepare the learners, students, and, colleagues adults for the future.	2.1 Explain how you integrate the Fourth Industrial Revolution (4IR) skills and competences in your teaching to prepare the learners, students, colleagues, and adults for the future.	<b>5</b>
2.2 Helping learners, students, colleagues, and adults to become global citizens through providing them with a values-based education that equips them for a world where they will potentially live, work and socialise with people from many different	2.2 Explain how you help learners, students, colleagues, and adults to become global citizens through providing them with a values-based education that equips them for a world where they will	<b>10</b>



Criteria	Questions	Max score
nationalities, cultures and religions.	potentially live, work and socialise with people from many different nationalities, cultures and religions.	
<b>3. Contribution to co- and extra-curricular activities in the classroom/school/community, university, etc.</b>		
3.1 How the candidate encourages learners, students, colleagues, and adults to participate in extra-curricular activities for the holistic development of learners, students, colleagues, and adults.	3.1 How do you encourage learners, students, colleagues, and adults to participate in the extra-curricular activities and use the extra-curricular activities for the holistic developments of learners, students, colleagues, and adults?	<b>5</b>
<b>4. Social justice issues:</b>		
How the candidate deals with the impact and effects of the following social justice issues: (a) Race relations <b>and/or social cohesion</b> ; (b) Diversity <b>and/or</b> inclusivity; (c) Poor facilities and inadequate resources; (d) <b>Teenage pregnancy and/or</b> , HIV and Aids <b>and/or</b> other diseases; (e) Substance abuse, <b>and/or</b> bullying <b>and/or</b> gangsterism,  <b>Choose any two (2) of the above and elaborate</b>	How do you teach in a way which ensures that you address the impact and effects of the following social justice issues: (a) Race relations <b>and/or social cohesion</b> ; (b) Diversity <b>and/or</b> inclusivity; (c) Poor facilities and inadequate resources; (d) <b>Teenage pregnancy and/or</b> , HIV and Aids <b>and/or</b> other diseases; (e) Substance abuse, <b>and/or</b> bullying <b>and/or</b> gangsterism,  <b>Choose any two (2) of the above and elaborate</b>	<b>10</b>
<b>5. Professionalism in teaching</b>		
5.1 Engaging in activities and networks that	5.1 Can you, by means of examples,	<b>5</b>



Criteria	Questions	Max score
enhance the social and cultural value of learning;	tell us about the activities and networks that you are involved in that enhance the social and cultural value of learning;	
5.2 Demonstrating multi-valency in facilitating acquisition of knowledge, skills and competences, as well as values for peace building and responsible citizenship	5.2 Explain how you demonstrate multi-valency in facilitating acquisition of knowledge, skills and competences, as well as values for peace building and responsible citizenship	<b>10</b>
5.3 Contribution to the teaching profession	5.3 Enlighten us on how you have improved the teaching profession through:  (a) Positive engagement with fellow candidates;  (b) Helping colleagues overcome any challenges they face in the classroom/school/community/university, etc; and  (c) Encourage mutual learning;	<b>5</b>
<b>SUB TOTAL</b>		<b>60</b>



#### 4.2 Criteria based on Professor Kader Asmal's values

No	Criteria	
1	Leads/has led by example	10
2	Takes/has taken a stand for an issue (popular or unpopular) on grounds conscientiousness	10
3	Intellectual tenacity and rigour	10
4	Creative and inspired visible delivery	10
	<b>SUB TOTAL</b>	<b>40</b>
	<b>TOTAL</b>	<b>100</b>

### 5. GENERAL EXPECTATIONS FOR CANDIDATES WHO ENTER THE KADER ASMAL AWARD

#### 5.1 Candidates' presentation

- All candidates that enter the award, will be expected to make a **Power Point** presentation based on the criteria mentioned in **number 4** above.
- Before the presentation, each candidate will be allocated five (5) minutes before the start to set up their presentation.
- Candidates will be allocated forty (40) minutes to make their presentation.
- In making a presentation, candidates are expected to respond to the questions that follow each criterion.
- All material submitted for the award must be in English.
- The candidates 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.
- All the material that has been submitted for the award will not be returned to the candidates.

#### 5.2 Choosing the finalist by an adjudication panel

- The process of adjudicating will be the same at all levels. This means the requirement that all candidates must make presentations applies to all levels.
- All candidates that enter the award are allocated forty (40) minutes for the interview.
- The candidate's presentation of the general and specific criteria will be the deciding factor for the choice of a winner.



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### **5.3 Dress code:**

- (a) During interviews candidates are required to dress appropriately.
- (b) During Interviews are requested not to wear shorts, athletics shoes, T-shirts or similar clothing.
- (c) Candidates should also not wear clothes that identify a particular organisation during the adjudication.

### **5.4 General expectations**

- a) Candidates are requested to include the title page at the beginning of their presentations. The title page is in page 10 of this document.
- b) The names of provincial winners will be forwarded to the Department of Basic Education (DBE) through the normal NTA channels as stated in the letters for MECs (MECs) that are copied to the provincial Heads of the Provincial Education Departments (PEDs).



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## PROFESSOR KADER ASMAL AWARD

### TITLE/COVER PAGE

Title of the candidate (Mr, Mrs, Ms, Dr, etc.):	
Full name/s of the candidate:	
Surname of the candidate:	
Mobile number of the candidate:	
Email address (where applicable):	
Please attach your photograph	