

# NEW CATEGORIES FOR THE 21ST NATIONAL TEACHING AWARDS



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



**National  
Teaching  
Awards**



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A Reading Nation is a Leading Nation





**NEW CATEGORIES FOR  
THE 21<sup>ST</sup>  
NATIONAL TEACHING AWARDS**

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# 1. Introduction

In commemoration of the twenty-first (21<sup>st</sup>) anniversary of the Annual National Teaching Awards (NTA), the Department of Basic Education (DBE) took a decision to expand the programme by introducing two new categories which will target all teachers and school leaders within the country. The categories are 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. These awards will target teachers and school leaders who are registered at South African Public Schools. The Department of Basic Education aims at preparing teachers who will participate and compare their knowledge, skills and competencies against other participants on the various global platforms. In addition, it enhances and complement the NTA processes, by ensuring that SA teachers are able to measure their own performances against global educational trends around technological innovations, improved cognitive abilities, 21<sup>st</sup> Century skills and the differentiated responses thereto.

The DBE together with the Provincial Education Departments (PEDs), will conduct all the activities pertaining to these categories. The selection process will start from the school level to the districts, from the districts (to the cluster level) to the Provincial level and then finally to the national level.

The DBE launched the awards as part of its advocacy on 15 June 2021 during the National Teaching Awards and Basic Education Employment (NTA/BEEI) Dialogue which was led by the Minister of Basic Education. This was done in culmination of the national theme for the South African Government called “The year of Charlotte Maxeke” who was born on 07 April 1871. Maxeke was a South African religious leader, social and political activist and the first black woman to graduate with a university Bachelor of Science degree in South Africa (Wilberforce University Ohio-1903). Whilst in South Africa, Charlotte Maxeke in 1885, moved to Kimberly, where she started her teaching career.

## 2. Objectives of the Ministry for adding the two new categories

Teachers today have to prepare learners for an increasingly complex, sophisticated, interconnected, and interdependent world. An inspirational global competent teacher requires embracing a mind-set that translates personal global competence into professional classroom practice. It is a vision of equitable teaching and learning that enables learners to thrive in an ever-changing world and that particular teacher must have the following skills:

- 2.1 Creating a classroom environment that values diversity;
- 2.2 Integrating global learning experiences into the curriculum;
- 2.3 Facilitating intercultural conversations and partnerships; and
- 2.4 Assessing learners' global competence development.

It is imperative to note that South African Schools today have a responsibility to ensure that learners acquire skills on how to collaborate with people from different cultures within their countries and to act on issues that have both local and global impacts. Developing learners' global awareness are integrated within all subjects and because of its nature are infused in learning outcomes across all disciplines, and available for all learners despite their phase, grade and ability.

## 3. New categories for the 21<sup>st</sup> NTA

### 3.1 National Best Teacher Award:

- (i) This award will honour the best teachers/school leaders who will represent South Africa in the Global Teacher Prize which is presented annually to an exceptional teacher who has made an outstanding contribution to their profession. Those teachers will embody the skills which focuses more on transforming the lives of learners and the community. Those skills will include the introduction of digital learning tools, ensuring that all children have access to quality education, and had initiated environmental and other projects.

- (ii) Preferably, they could have either participated in international competitions or must have developed any material that can be utilised nationally or even internationally; and
- (iii) Teachers that had or are preparing students for an increasingly complex, interconnected, and interdependent world. Being a globally competent teacher requires embracing a mind-set that translates personal global competence into professional classroom practice.

### 3.2 S/Hero Awards:

- (i) The Department of Basic Education (DBE) has been touched by the selfless acts of teaching during the pandemic as well as the integration of the Fourth Industrial Revolution (4IR) skills into teaching methodologies. Despite all the unprecedented challenges, there have been outstanding teachers and principals who compromised their health and assisted learners who could not access virtual learning;
- (ii) The award is for individuals who in their work overcame adversity, a crisis situation or who have gone above and beyond to help others during that adversity. This can be challenges such as, an outbreak of an epidemic, any nature of a pandemic, or any other obstacles that compromised the quality of education system, any humanitarian catastrophe, unpredicted heavy rains and etc. for this edition the award will honour teacher's/school leaders who initiate any form of innovation during the global pandemic of COVID-19; and
- (iii) Times like these will afford the sector an opportunity to recognise and appreciate the selfless deeds of these individuals, who are leading change, innovate new methods, and finding ways to reach out to all regardless of the difficulties involved. The receiver of this award will be an individual who brought about innovative ideas, design and invent initiatives that are applicable in the situation now, and scalable to other situation is the education sector and beyond.

## 4. Candidates' submissions

- 4.1 All candidates that enter these awards, will be expected to make a Power Point presentation based on the criteria;
- 4.2 Before the presentation, each candidate will be allocated five (5) minutes to set up their presentation;
- 4.3 Candidates will be allocated forty (40) minutes to make their presentations;
- 4.4 In making a presentation, candidates are expected to respond to the questions that follow each criterion.
- 4.5 All material submitted for the awards must be in English;
- 4.6 Participants for the National Best Teacher Award and the S/Hero are required to complete **Forms 1, 2 and 3 which is attached on the NTA nomination guide**; and
- 4.7 All 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.

## 5. Rules and attributes related to National Best Teacher Award and the S/Hero Award categories

### Eligibility



- 5.1 Teaching any grades in the South African public 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;
- 5.2 Only current practicing teachers can participate in these categories and retired teachers are not eligible for entering these awards. Teachers who have served a part of the calendar year (at least for four months prior to entering for the award, that is, up to 30th April in the year to which National Awards relate) may be considered if they fulfil all other requirements;
- 5.3 The award is open to teachers who have worked for more than three (03) years and who, during their tenure provided solutions for complex classroom situations that can apply to other schools, regions, districts and nationally;
- 5.4 Participating entrees 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;
- 5.5 Prospective entrees must have been innovative beside having the required teaching experience, hold exceptional positions, display requisite global skills and competencies and had design scalable and replicable tools and applications that complement and enhance curriculum delivery in all educational settings.
- 5.6 Empirical evidence will be compulsory as it will provide greater clarity and can inform 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;
- 5.7 Drafted frameworks for education which will include measurable curriculum innovations and relevant policy indicators to organise the teacher characteristics assumed to reflect teacher quality **will be an advantage** (not compulsory);

- 5.8 S/Hero candidate must display knowledge and strategies of disaster preparedness, response thereto, recovery mechanism, system, political and country responses in the event of any situation that the sector maybe confronted with in future; and
- 5.9 Teachers must showcase the 21<sup>st</sup> Century skills they possess and the application thereof in their preparation of learners as Global citizens.

## 6. Selection criteria questions for the National Best Teacher Award

No	Criteria questions	Marks
<b>Instructional practices</b>		
1.	Explain how do you employ effective instructional practices that are replicable and scalable to influence the quality of education in the country and beyond?	10
2.	<ul style="list-style-type: none"> <li>Elaborate on how you had infused innovative instructional practices that address the particular challenges of your school, community or country</li> <li>Based on the evidence or your experiences, what would you suggest could be effective in addressing such challenges in a new way?</li> </ul>	05  05
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?	05
4.	<p>All 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 socialise with people from many different nationalities, cultures and religions.</p> <p><b>Question:</b></p> <p>Elaborate and give examples on how you have prepared learners for the complexities of the global world and what skills did you translate to them to make them competent to engage with people from different nationalities?</p>	10

5.	<p>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.</p> <p><b>Question:</b> 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</p>	10
6.	<p>Teacher recognition from governments, NGO's, SMT, SGB, colleagues at the school, educational organisations nationally and locally, members of the wider community or pupils.</p> <p><b>Question:</b> Please explain and give evidence about the teacher recognition you had 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?</p>	05
7.	<p>Engages in continuing professional development activities, which have a positive impact on classroom activities.</p> <p><b>Question:</b> 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?</p>	10
8.	<p>Improving management of education system as well as building and enhance capacity for data collection, management, analysis, communication and use.</p> <p><b>Question:</b> Give us your views on how the education system can be improved through the utilisation of different strategies that will lead to an improved educational sector where quality teaching and learning can occur?</p>	10
9.	<p>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?</p>	10

10.	Teaches/leads in adverse circumstances to make a difference in the life 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 <sup>st</sup> century skills are implemented in your teaching through the following? <ul style="list-style-type: none"> <li>• Teaching the strategies to all learners;</li> <li>• Innovation through technological applications</li> <li>• Ability to foster learner relationships;</li> <li>• Always apply forward thinking skills; and</li> <li>• Be able to embrace changes and eruption of epidemics and pandemics.</li> </ul>	10
	<b>Marks</b>	<b>100</b>

## 7. Selection criteria questions for the S/HERO Award

No	Questions	Max Score
1	<b>Self-Advocacy.</b> <b>Teaching excellence during crisis: As a principal, a teacher, or a team, how did you ensure that:</b>	
1.1	No child was left behind, especially those learners who are financially disadvantaged?	05
1.2	Covid-19 protocols were observed and orientated to all learners?	05
1.3	Psychological support was offered to all learners?	05
1.4	Community support was offered, especially to frontline workers? Also include the types of learning materials provided.	05
	<b>Total</b>	<b>20</b>
2	<b>Curriculum Development &amp; Collaboration</b>	

2.1	Elaborate on the innovation and adaptations you brought to CAPS and the benefits you have observed. What recommendation can you make to the education sector to strengthen curriculum deliver?	10
2.2	Engaging in continuing professional development activities, which have a positive impact on classroom activities. <b>Question:</b> 2.2.1 Expand on how you engage in the 3 types of Continuing Professional Development activities, and their positive impact in classroom activities?	05
3.	<b>Inclusivity</b>	
3.1 3.2	Special Needs environment may sometimes receive the least attention and support. <b>Questions:</b> How did you apply learner focused strategies to learners with special needs through different medium to ensure that they are not left behind during the time of crisis and how did you prepare and deliver such lessons? How have you applied interventions for learners with additional learning needs including barriers to learning, usage of technology, increase and improve access to educational supports and individualised learning opportunities,	05  05



	<p><b>Academic and non-academic support</b></p> <p><b>Question:</b></p> <p>Which programs associated with positive learning outcomes have you applied in teaching as a way of ensuring that your learners not only acquire academic skills but also acquire:</p> <p>6.1 Essentials skills, for example, interpersonal attributes;</p> <p>6.2 Problem solving / creative and analytical skills;</p> <p>6.3 Restructure instruction and pedagogy in addition to providing social support;</p> <p>6.4 Combining technical skill development based on industrial standards and requirements with content knowledge from related academic subjects; and</p> <p>6.5 Internet marketing.</p>	10
7.	<p><b>Excellent networking abilities. Developing a strong network of connections outside home, school, community and country is essential. Successful networking will prepare learners and open doors to unexpected employment opportunities in and outside of the country.</b></p> <p><b>Questions:</b></p> <p>7.1 Explain how you feel about global co operations in general, and tell us more about joint assignments/projects you were involved/would like to be involved in that include people in and across the borders of the country. What were positive impact of the specific assignment/project and how do you think you will benefit from it?</p> <p>7.2 Explain how you help learners to become national/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 nationalities, cultures and religions.</p>	<p>05</p> <p>05</p>





## **8. National adjudication process for the three categories.**

- 8.1 The DBE NTA steering committee will select and appoint the adjudication panel which will select the three final winners for the National Best Teacher Award and the S/Hero and the Learners award from the nine candidates from all the provinces.
- 8.2 The appointed jury will comprise of public officials, head teachers, academics, journalists, entrepreneurs, company directors, scientists and the officials from the auditing firms outside of DBE. The final scores for the three (03) candidates from each category will be forwarded to the Minister and the Deputy Minister. They will then make a final determination of the winners after scrutinising the responses and scores.
- 8.3 The diverse experience and expertise fields of the jury, will ensure that the criteria for judging will assist in showcasing best practices not only in individual schools, but the possibilities in the country. It will enable the sector to share innovations, technological infusion in curriculum delivery, and diversification in all practices and build the confidence of SA teachers to compete in all Global Awards.
- 8.4 To ensure fairness and transparency, the process will involve the checking of performance by auditors. The auditors will monitor the processes for entry evaluation, manages the prize committee selection of top finalists, and provides the voting Jury platform.
- 8.5 Secretarial assistance to the Jury will be provided by the national office.

**END**





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