

FEBRUARY 2020

# 20 Years of Teaching Excellence





## Excellence in Grade-R Teaching

### First place winner

Michelle Swart  
Hermanus Pre-Primary School  
Western Cape



Michelle Swart, from Hermanus Pre-Primary School, Western Cape wants to be involved in training and mentoring teachers to be able to identify learning barriers and to change their teaching strategies to the benefit of their learners. She is passionate about focusing on perceptual and gross motor development for the ECD phase and would love to be involved in helping others bring this into the classroom.

She has spent most of her teaching career working with younger children: an age group she enjoys because of their spontaneity and eagerness to learn. In her school, the major challenges confronting her are the different home languages that learners speak and their diverse social and economic backgrounds.

She also enjoys working with small groups with different learning paces which encourages the learners to build a vocabulary, learn very important values such as genuine caring, accepting and tolerance for their peers.

Ms Swart brought about change in the school's teaching approach and strategies through her different creative perceptual teaching methods. She has also reached out and made other schools aware of the need for young learners to have more real life and concrete experiences in the Grade R class as well as the younger ECD classes. She works closely with the Grade 1 teachers with school readiness in mind. She has also made a change in the community by involving parents in their children's learning and making them aware of their progress.

Ms Swart, the winner of the category: Grade R Teaching, became aware of her love for teaching when she worked as an Au Pair in the United States after matriculation. On her return, she enrolled and qualified as an ECD practitioner and went on to work for 8 years in the ECD phase. She later qualified as a counsellor after completing a degree (BA (HSS) in psychology. This was followed by a (PGCE (FP), a teaching diploma. She intends to be involved in making a difference in parent involvement and communication.

### Finalist

Mamaki Grieta Mokone  
Perdeberd Primary Farm School  
Free State



Teaching at a farm school has exposed teacher Mamaki Grieta Mokone to challenges that include lack of running water, absence of running toilets, unreliable learner transport, socio-economic deprivation of learners, foetal alcohol syndrome, child-headed families, and remoteness of health facilities from the school.

Ms Mokone, from Perdeberd Primary Farm School, Free State Province Ms Mokone states that the NTA has helped her to see the world differently and intends to be an ambassador of goodwill to the less fortunate. Her love for being an educator developed from teaching Sunday school.

She enjoys introducing a new activity and seeing her learners completing it with enthusiasm demanding for more challenges.

### Second Place winner

Asja-Leah Katia Strydom  
Despatch Preparatory School  
Eastern Cape



Asja-Leah Katia Strydom was so dedicated to succeed as a teacher she decided to learn isiXhosa, the language spoken by most of her learners.

Her biggest challenge until then was navigating the bridge between the language of the majority of her learners and her language.

But it was self-motivation and her teachers - from Despatch Preparatory School in the Eastern Cape who inspired her to be a teacher. She adds that she is motivated by being one of the first people to discover a talent and has the opportunity to develop that potential.

Her strong point is her energy and passion for teaching and admits that she is obsessed with the profession. Her recognition that has culminated in her being a national finalist serves as motivation for those who come from a semi-rural environment such as Despatch

### Finalist

Margaretha Susanna Janse Van Rensburg  
Fanie Malan Preparatory School  
Northern Cape



Margaretha Susanna Janse Van Rensburg, of Fanie Malan Preparatory School in the Northern Cape loves to develop learners' creativity and critical thinking skills by providing them with different materials so that they use their own initiative to think creatively. She chose the teaching profession to develop pride in the learners and to motivate them to be excellent in their school work and chosen careers in future.

Ms Janse van Rensburg points out that learners inspire her to give her best by teaching, guiding and supporting them to master new concepts and activities with which they are struggling.

She is challenged by the unavailability of technology in her classroom but uses the computer room to expose the learners to a global environment.

She plans to work with, help and guide smaller needy schools in the region so that they can become centres of excellence

### Finalist

Chauke Olga Fabisi  
Lephalale Primary School  
Limpopo



Chauke Olga Fabisi, Lephalale Primary School, Limpopo chose the teaching profession to make a contribution in shaping the world of tomorrow.

She is stimulated by the relationship she has with learners and enjoys interacting with them, learning from them and helping them to understand the content she shares with them.

Some of the challenges she confronts are the passivity of the learners are lack of parental involvement. She tries to involve the schools' management team in cases where parental support is inadequate.

Her participation in the NTA has been life changing also to her colleagues, learners and community. She promises to continue with her studies, continue being an inspiration to learners and colleagues, and do what she does best in the classroom - shaping the world of tomorrow.

20 Years Of Teaching Excellence

Finalist

Ms Bervely Van Wyk  
Colenso Primary School  
KwaZulu-Natal.



Beverly Van Wyk stood out and became a provincial winner because she always give 100% of herself to the Grade-R learners and her presentation is a reflection of what she does daily.

"It fulfils me and I enjoy watching children grow from knowing nothing to end result of a child knowing everything," she said.

"As a teacher she has discovered that language is a barrier and a major challenge. The school is an English medium school and many learners are IsiZulu First Language learners. As an educator who is tri-lingual I am able to bridge that gap by swopping between languages when explaining anything to the learners".

Participating in the NTA at national level means taking back the experience to other Grade-R educators and teaching them how to be excellent teachers.

Finalist

Khanyiswa Faku  
Rondebult Primary School,  
Gauteng.



She is worried by parents that do not support and are not fully involved in their children's education. She is also worried by a lack of proper resources.

At the same time she believes in the importance of confronting life positively despite all the challenges that she encounters. She is motivated by the fact that she understands her role in the life of the learners.

"I do my job without having any expectations or validation because my aim is to bring positive change in the poor communities. The biggest reward for me is to see the children achieving their academics and prospering in their personal lives."

She also believes that hard work pays and the teaching profession is not for lazy people because educators must always ignite their passion for learning. She takes pride in the fact that the more teachers are informed the more they gain knowledge and confidence.

Participating in the NTA has also expanded her travelling horizons and this has taken her out of her comfort zone. She will also advocate the program to other teachers. "I will also be an instrument of change in my profession.

Excellence in Primary School Teaching

First place winner

Mikhongelo Florence Precilla Bekwa  
Magangeni Primary School  
Limpopo



Winning the NTA is a result of doing a little more work and using imagination to make children interested and excited about what they learn. Mikhongelo Florence Precilla Bekwa has learnt that teaching and learning do not end in the classroom and this has made her a resourceful and caring teacher.

She plans to bring change to in the province, the country, and the world. The Magangeni Primary School teacher in Limpopo says she chose teaching as a career because of her passion to bring a difference in the lives of learners.

She is motivated by seeing a change in the learners' weaknesses and works through them to bring out their strengths.

Ms Bekwa found that when learners reach the Intermediate Phase, they experience challenges with reading and writing in English. To alleviate the challenge, she formed a spelling club for Grade 3 to 7 learners where she teaches English exposing thelearners to new vocabulary through spelling, reading, writing and the use of a dictionary.

At the age of 19 years, she won a THRASS programme as an excellent teacher. She has acquired two degrees and is pursuing a master's degree in teaching.

Second place winner

Vanilla Nick  
Umzintovale Primary School  
KwaZulu-Natal.



Vanilla Nick enjoys nothing more than standing in front of the classroom using her knowledge, expertise, skills and aptitude to lead her learners from the unknown to the known. The source of her joy is to make a difference in the lives of South Africa's future generations. "It is possible that the future president, innovator, inventor, national sportsman, humanitarian or hero could be sitting in my class at any given time".

Even though teaching was not her first career choice, Ms Naick validated a compliment she received from her lecture during her first year at university.

"My lecturer complimented my presentation by saying that I would be an excellent teacher and she thought that I was born to be a teacher". She never looked back. "I made a wise decision and I am greatly indebted to my lecturer for steering me in the right career path". Thirty-three years later, she is glad that she chose the path of education and teaching where she can also proudly say that it was indeed a calling.

Ms Naick is not a qualified English teacher, therefore teaching the subject was a major challenge. She overcame the challenge by self- study, personal empowerment and networking with various seasoned educators who assisted with appropriate teaching strategies and resources. She also gives learners expanded opportunities as a way of improving their language skills. As a result she has continuously produced excellent results in exams and winners in co-curricular activities over the years.

"I think that I stood out because of my self-confidence, eloquence and the excellent delivery of my presentation.

"My participation in the NTA at national level will always be a treasure. I appreciate this national recognition which comes from my outstanding contribution to education, my high level of professionalism and the exceptional work that I have produced in my teaching career."

## Third Place Winner

Mokgotsi Solomon  
Free State

Mokgotsi Solomon Matlakala who was lauded for Excellence in Primary School Teaching in Free State says he will use his participation in the NTA as motivation to learners to show them that one can succeed regardless of one's background.

He chose the teaching profession because he believes that education is one of the tools he can use to liberate or change lives of people. He adds that he measures his success by the number of lives he has impacted and changed.

He enjoys being regarded as a role model by the learners and their improved performance fills him with pride.

Mr Matlakala is concerned with the high unemployment rate, teenage pregnancy, drug abuse and poverty that leads to a high dropout rate. He adds that the community has lost hope and he is faced with the challenge of letting learners believe that education can change the conditions. This is exacerbated by the absence of role models. To address these challenges, he adopted a campaign called "#dropoutsmustfall" to address these social ills and motivate learners in diverse ways to show them the importance of education.

Mr Matlakala adds that his moral compass, passion, dedication, service and sacrifice are the contributing factors that have led him to participate in the NTA.

He is guided by the wise words of Prof Robert Mangaliso Sobukwe when he said: "Education means service to Africa".



## Finalist

Charmain Kruger  
Laerskool Magalieskruin  
Gauteng

Charmain Kruger's teaching career dates back from an early age when she used to teach her teddy bears and dolls. Whilst busy with her studies, her focus of impacting in the young lives changed. "I knew that if I love what I do, I don't have to work a day in my life"!

She enjoys the versatility of her job because there are so many platforms to impact on young lives. She indicated that the major challenges in teaching today is to ensure that not one child is left out whilst teaching. Again, teachers fill many social roles because of the absence of parents in most of the families. As teachers we have to play roles towards our learners which includes being parents, nurses, judges, and psychologist and sometimes as marriage counsellors.

The fact that she is making a difference in the young lives keeps her going despite all the other challenges she faces across her teaching career.

"I know that I have much to give and many lives to impact". She is more than prepared to do her best with the time which is still left in her career. She believes that there is no bigger reward than positive feedback from learners and parents.

Becoming a provincial winner has proven that giving your all to the learners will always reward you positively. "I do have a special talent which will make my province proud." The support from her school, district and province made it possible. "Through hard work and persistence, it paid off".

As a national participant, she has a responsibility to give back by mentoring, reaching out to colleagues and ensure that best practices are shared. "There is no sense in getting rewarded and keeping the knowledge to yourself."

As a way of advocating the NTAs she will start advising other teachers to believe in what they know, be humble, to gather evidence and take hands with the district co-ordinators and participate in the NTAs.

She concluded with the words of former president Nelson Mandela: "Education is the most powerful weapon which you can use to change the world".



## Finalist

Deidre van Staden  
Strathvaal Primary School  
North West

Ms Staden's school faces challenges such as learners being late for school due to transport issues, kids suffering due to poverty, bullying, learners lacking confidence and negativity of colleagues that tend to come through at times.

But because she chose teaching due to her passion for helping people she is inspired to do her best every day.

"Teaching is a very rewarding career. I enjoy being able to help learners overcome the challenges they deal with whether it is in academics, sport or personal and seeing the difference it makes in them."

Seeing learners grow and develop makes her extremely happy. Being able to influence the future of the learners is such a privilege.

Running away from the situation is never an option to her, instead whenever those situation arises she makes sure that she offers supports following the relevant protocols.

"When I started teaching, I never dreamt or thought that this moment will happen because I did not even know the NTAs

Learners know that they can trust her in any situation. She manages to portray positivity in order to encourage and motivate her colleagues by supporting them academically. Being willing to share her good practices and being confident with the curriculum contributed to her becoming a provincial winner.

"I thank God who granted me the gift of becoming a teacher".

Her participation in the NTAs has built her confidence and she will reach out to her surrounding schools sharing the best practices, prioritising advocating the NTAs and encourage other teachers and encourage them to participate.

"I have already started in my school but I feel if I can reach out to other schools, even more excellence will be noticed".



## Finalist

Eugenia Leandra Paulo  
Masiphathisane Primary School  
Western Cape

When Eugenia Leandra Paulo's parent who is a teacher told her the profession included other disciplines such as drama, law, counselling and others she was intrigued.

Ms Paulo from Masiphathisane Primary School in the Western Cape enjoys the interaction with learners especially enriching their minds with new knowledge and insights, seeing them flourish and grow, being able to comfort, inspire and empower them whilst bridging the gap between them and the rest of the world. To her, the reward is the awe that resounds from and within them when they are able to do something they never thought possible.

The size of the classes is the major challenge confronting them. With such large classes, it is impossible to provide individual feedback to learners. To address this, she believes her strength lies in providing more quality than quantity in her lessons.

To enrich her teaching, she participates in online teaching platforms, and tries to incorporate teaching methods and learner support materials that will appeal to the level of the learners. She also invests time in establishing good relations with parents, colleagues and learners and avails herself at all times for projects/functions that will aid the holistic development of the school.





Finalist

Refilwe Ruth Approximately Dlulwayo  
Thubelihle Primary School  
Mpumalanga



Ms Dlulwayo believes recalls that during her high school days she assisted fellow classmates with mathematics concepts and problems. She also assisted younger children from her community and that propelled her passion of making a difference in the children’s lives. She hopes that someday her assistance will be offered globally. “Knowing that I will be inspiring my learners to become future leaders, artists or well-rounded individuals with love for learning drove me into this career”.  
“Teachers interact with different learners who are inquisitive and eager to learn new things”. She gets the opportunity to inspire her learners not only academically but on a personal level.  
Ms Dlulwayo believes discipline is one of the key pillars to achieving success.  
She also involves the school management team, disciplinary committee and parents to foster collaboration and co-operation amongst all stakeholders involved.  
She stood out and became a provincial winner because she incorporates real life experiences with the curriculum . She ensures that her learners benefit educationally while playing at the same time.  
“Having come this far means that I am a valuable teacher in the education sector and I will continue to develop learners holistically and contribute to community building and shaping of the next generation.”  
She plans to be more involved in community outreach programs that will benefit learners and the community as a whole.

Finalist

Chantel Botha  
Laerskool Andalusia Primary School  
Northern Cape



Mrs. Chantel Botha of Laerskool Andalusia Primary School in the Northern Cape became a teacher to make a difference with visible results. She believes she can influence a child’s life in a positive way, every day.  
She enjoys teaching Grade 4s because of their honesty and humour. They keep her on her toes. She adds that it is inspiring to look back and see the difference that she has made.  
The resources are a major challenge as she works in a rural environment, but she uses creativity to make the lessons interesting and fun.  
Ms Botha is also actively involved in the community. Her plans include registering for a B Ed Honours and serving as a subject advisor.

Finalist

Sibongile Zinganto  
Siviwe Buso Senior Primary School  
Eastern Cape



Ms Zinganto says her primary and high school teachers inspired her to fall in love with the profession.  
She enjoys making a difference in learners’ lives through moulding them, giving hope and inspiring them to reach for the stars.  
The major challenges that confront her include dealing with large numbers and belligerent learner behaviour. In spite of this, she works strategically to meet all due dates prior, and does not ignore little warning signs. She also consults and refers for interventions.

Excellence in Secondary School Teaching

First place winner

Genevieve Claassen  
Fields College  
North West.



Ms Claassen has always been a believer in the power of motivation and believes that “teaching is definitely my calling.”  
Her passion for the subjects she teaches enables her to teach learners through dance, videos, models, technology and keep them focussed using brain gym activities. Whether it is on the sports field or in the classroom, she loves teaching real life skills and developing future leaders and world changers.  
Teenage pregnancy, substance abuse and the fact that English is not spoken in the homes of many learners are just some of the challenges she faces.  
“I have an open-door policy and keep communication channels open in a way that I have one-on-one meetings with learners to discuss challenges, arrange counselling and support”.  
She also encourages subject related reading in class and provide interesting links for self-research.  
She is a hardworking, dedicated teacher who uses out-of-the box strategies to engage her learners and spark an interest in Life Sciences.  
She would like to specialise in mentoring educators and run her own school, but more importantly, never stop striving to make a difference in the community and the world around her.

Second Place winner

Genevieve Claassen  
Fields College  
North West.



Ms Mofokeng is greatly honoured by being a national NTA participant and promises to serve as a good example to the community of Boipatong. She hopes to serve as an example proving that Funza Lushaka candidates are the greatest assets that the department has ever produced. She will also motivate other teachers to study further as it broadens one’s knowledge generally and professionally.  
“I was motivated by my former Accounting educator and my passion of always going to the chalkboard to write answers and patiently helping my friends with the subject. I just knew that I would make a great teacher,” she says. That made Ms Mofokeng to consider choosing teaching as a career.  
Most of her black learners come from townships that do not have many successful or educated people whom they can have access to, so her role was then to assure the learners that it is possible to secure a brighter future. Having mandated herself to change the mindset of a young black child with quality education, she offers assistance to learners while applying for university admission and bursaries (NSFAS) for funding has also been one of her priorities.  
She believes that her zeal and passion for working the stakeholders and her level of continuous professional development has contributed to winning and become a provincial representative. In addition she is currently studying towards her PhD in Education Management.  
Her advice to other teachers is that they are the primary sources of information and their teaching must go beyond the curriculum and teach life principles as a way of building the learners’ characters.

### Third Place winner

Leo Jonathan Raynor  
Collegiate Girls High School  
Eastern Cape



Leo Jonathan Raynor was impressed by the excellent teachers he had when growing up and decided to follow their example. His goal was to mould the minds of the youth, and let them realise that they were important and that they could make a difference. He added that their voices need to be heard and not squashed. Being a teacher allows him to encourage learners to have the confidence to use their voice in a productive and constructive way.

He says teaching has become a profession that is not just one of sharing of information but rather one of mentorship and guidance along with the necessary imparting of important life skills and information. He enjoys conversations in the classroom which are around topics of current interest, historical significance and just the general concerns of young people. This means that each and every day is filled with thought-provoking questions and intense conversation. Being involved in extra-mural activities and tours allows him a unique opportunity to get to know learners in a more authentic environment and build bridges that extend beyond the classroom.

He feels that one of his strengths is his keeping up-to-date with technological advancements that can be used to share information with learners. He also strives to maintain positive relationships with every learner that he teaches.

Mr Raynor states that he has thoroughly enjoyed the NTA journey and learnt a lot through the process. He adds that he will cherish the experience for many years. He plans to continue to deliver excellence in the field of teaching and to mould the minds of the future.

### Finalist

Gcinangaye Portia Mpapane  
Sikhwahlane Secondary School  
Mpumalanga



Ms Mpapane, a grade twelve teacher, truly believes that teaching is her calling because she is determined to inspire the next generation. She has a real passion for accounting, the desire to pass this on to others and to help young learners as this will open up her doors to explore the world. She enjoys nurturing and encouraging learners to appreciate and develop their natural abilities and special interest.

Ms Mpapane continues to shine despite all the challenges that she faces which includes performance pressure, too much paperwork and balancing diverse learning needs. As a result she came up with strategies which are compatible to all types of learners without limitations.

As a way of supporting her learners she shows them love, care and try to communicate and involve their parents by seeking their intervention as a way of overcoming all their challenges. Hardwork, dedication, good relationship between all the stakeholders involved and commitment helps her to continue shining.

She is an excellent teacher as she is accessible, enthusiastic, loving and caring. Availability to her learners, colleagues and teachers even after working hours made her to be a strong candidate.

Participating in the national NTA made her feel honoured and special and going forward she plans to continue inspiring other people and to motivate. "As a result of partaking in the NTA I plan to inspire and motivate other teachers to participate in the awards in order to share their good practices to the world and be recognised." Again, she plans to furthering her studies in order to become more developed, better and an outstanding teacher. Her participation in the awards means that she has earned respect and admiration by serving as a role model to her learners, colleagues and community.

### Finalist

Hebert Muzi Gumbi  
Mlokothwa High School  
KwaZulu-Natal



As a teacher in a rural school teacher Herbert Muzi Gumbi deals with learners with different social problems such as travelling for more than 20 kilometres to reach school. Some learners come from families headed by unemployed parents who do not afford to buy any learning materials. But with his strong personality he rises above those conditions by improvising during his lessons. He is able to address learners with learning barriers and make use of extra classes to produce quality results. Mr Gumbi, is a determined teacher who chose teaching because he likes working with children. He believes that developing learners to think critically and become independent is the key. His love for teaching developed during his secondary schooling where he used to assist his classmates with extra classes.

"I enjoy teaching them, unpacking new concepts to them and seeing them doing well in my subjects."

Mr Gumbi says one of the challenges in his school is the lack of resources and facilities.

He put emphasis on succeeding against all odds because as a teacher designated in the deep rural school, he has been able to produce quality results for the Grade 12 and achieved a 100% pass rate in Accounting for six consecutive years. During the year 2018 he was recognised as the best accounting teacher in KwaZulu-Natal province for achieving an average of 75% results for three consecutive years.

Being an NTA national participant will always be very close to his heart and this is like history to him. "It means a lot and I will never be the same teacher again. My plan is to go back and share my experience with my fellow teachers to develop them."

### Finalist

Ian Luke Le Roux  
Emil Weder Senior Secondary  
Western Cape



He decided from an early age to excel academically to escape the trappings of an underprivileged background and Ian Luke Le Roux chose teaching as a career to assist those who came from similar circumstances. Mr Le Roux from Emil Weder Senior Secondary, Western Cape says he chose teaching to inspire, motivate and to create critical thinkers who, despite their circumstances or geographical location, believe in their abilities and strive to learn. For him there is nothing more rewarding than seeing previously struggling learners prosper.

The area he comes from is faced with various socio-economic issues such as substance abuse, high rate of teenage pregnancy, insufficient nutrition, learners who suffer from a poor self-esteem that result in poor results. These societal challenges have a ripple effect on the learners' academic achievements as well as their personal development.

To mitigate these challenges, Mr Le Roux approaches the learners in a holistic manner by first trying to break down the barriers creating the low self-esteem, and then gradually exposing them to short term success. He sees a better South Africa through the perseverance and small role he is playing.

Through the values that were instilled by his parents and his optimistic outlook on life, he has managed to set high standards expects the same from the learners.



20 Years Of Teaching Excellence

Finalist

Johnson Motingoe Ramathe  
Albert Moroka Secondary School  
Free State



Johnson Motingoe Ramathe, from Albert Moroka Secondary School, Free State reports that he chose the teaching career because he is passionate in bestowing knowledge and skills to learners.

He is an avid crusader who wants to change the impoverished backgrounds of learners and wants them to use education to improve their background.

His passion includes turning around the behaviour of learners and believes in parental involvement in behavioural change.

To Mr Ramathe, participation in the NTA is an honour and privilege. His plans include sharing his experiences more with a wider audience.

Finalist

Catherine Matlabe  
Moedi Secondary School  
Northern Cape



Catherine Matlabe of Moedi Secondary School in the Northern Cape intends to broaden her vision and mission to improve her teaching strategies and to go an extra mile in helping others as well as to take calculated risks. She enjoyed teaching from her youth when she used to gather children from her neighbourhood and role play as their teacher. The passion developed more when she worked as an adult facilitator and realised that most of her community members were faced with illiteracy. Then she decided to further her studies to acquire more teaching skills and knowledge to help bring change and shape minds and lives of the future generation and the community at large.

The main challenges that confront her include balancing diverse learning needs, learner social problems, and overcrowding. She addresses by giving guidance, providing and modelling opportunities for them to practice in social situations like sport, physical fitness training and guiding them to be proactive and positive in their work.

Finalist

Rachidi Tumisho Mahlabane Livy  
Ntwampe Technical High School  
Limpopo



Rachidi Tumisho Mahlabane Livy chose to be a teacher because for him teaching is a calling from God. Mr Mahlabane loves producing good results and equipping learners with skills and knowledge. He also enjoys seeing his community being transformed because he gives learners ICT skills that are key for embracing the Fourth Industrial Revolution (4IR).

Mr Mahlabane's main challenge is that he believes in excellence, so if one learner fails his subject it becomes a problem. He does not want to fail any learner and to overcome that challenge he deliberately tries to change the mindset of learners and making them to work hard regardless of the challenges they face.

He plans to register for an honours degree in ICT integration in classroom and also wants to help the province and country to do well in terms of quality of teaching and assessment through ICT.

Excellence in Primary School Leadership

First place winner

Londeka Diamond  
Westlake Primary School  
Western Cape



Londeka Diamond, from Westlake Primary School, Western Cape has presented papers at international conferences and intends to continue serving and impacting education one learner at a time despite the contextual hindrances. Ms Diamond is the eighth generation of teachers in her family. She chose teaching to contribute to the economic upliftment of the area where she was raised. She is motivated by her passion to make a difference in the lives of learners and this resonates with her philosophy of lifelong learning. She succeeds in her work because she has strong collaboration and communication skills which enable her to work with community leaders and different stakeholders.

Resources at the no-fee school she teaches are scarce and this has encouraged her to embark on aggressive marketing of the school to seek and find partnerships that assist in solutions to the challenges they face.

Ms Diamond has managed to unify a school with learners who speak 15 different home languages from all over Africa. The school ensures that learners are developed holistically and has introduced partnerships that assist the learners to be globally orientated.

She also models the expected behaviour, creates opportunities for growth within the school and nationally provides platforms for development of education managers in her capacity as the EMASA National deputy president.

Second place winner

Magageng Dorothy Masilo  
Lekwakwa Primary School  
North West



Ms Magageng Dorothy Masilo has brought remarkable changes at her school in the three years of becoming a principal. There are improvements in relation to infrastructural developments, resource provisioning, personnel recruitment and academic performance.

The mind-blowing project for 2019 was the development of an artificial sports field, water purification system and the exceptional development of the Grade R Play area. These are among other things that made her a provincial NTA winner. Having the love for Mathematics, her career path started in 1985 when she was doing standard 7 where she used to conduct afternoon lessons, teaching her fellow classmates who were struggling with the subject. The passion of teaching aroused and finally became a reality.

"As a spiritual woman and a motivational speaker, I am always fulfilled by positively touching the lives of those around me." She is grateful that the post that she is holding allows her ample opportunity to interact with learners, teachers, parents and the broader community.

The school is not well resourced due to its financial status, however, she applies strategies that generate funds. As a result her school manages to achieve good results and also realize the intended goals.

She said winning the NTA is a great achievement not only as an individual but for the entire Lekwakwa community. "I am making strides in ensuring that my learners are well developed to fit in this global world."

## Third Place Winner

ZachariaThulani Nkosi  
Mlondozi Primary  
Mpumalanga



Thulani Nkosi is more than just a teacher – he is a social activist who tries to use his position to change the lives of his learners and community.

He grew up very poor and had to move around selling tomatoes to make ends meet. “The pain of being destitute is unbearable so I knew that one day I want to be a teacher to bring change and make a difference to destitute children’s lives.”

He enjoys giving to those who need assistance and reaching out to destitute families where his learners come from. Sharing his expertise with his staff is also one of his priorities. He is a perfectionist, so this encourages him to manage his school excellently.

Like other communities in South Africa, he faces challenges which include a huge number of learners living in poverty because this contributes negatively to children with learning difficulties. In trying to combat poverty he is in and out of businesses in a bid to get sponsors to assist his learners as well as their families. Where some of the teachers are underqualified he encourages and motivates them to enrol and further their studies.

“I am an effective manager leading as an effective example in the school.” He became a provincial winner because of his unique contribution in the community. Mr Nkosi appreciates being a national participant in the NTA. What prides him more is the satisfaction that he is fulfilling his dream of making a difference to the learners’ lives. He is indeed an agent of change in his school and the community he serves.

His future plan is to see his staff being promoted and practising all that he has taught them. He wants to see his school growing and popularly known for good things in the whole world. He breathes the air of changing a life of a black child within and beyond his proximity

## Finalist

Siyolo Mayekiso  
Goqwana Junior Secondary School  
Eastern Cape



Siyolo Mayekiso from Goqwana Junior Secondary School in the Eastern Cape says he chose teaching as a career because he wants to make a difference in lives of as many learners as he can and to encourage them to realize their potentials. He adds that he enjoys leading by example.

He admits that as a teacher, he faces problems like learners with divorced parents, single parents and child headed families that come to school with different needs. To address these challenges, he involves the relevant stakeholders like ward councillors and social workers to bring social cohesion and psychological support. He acts instantly to address any impediment observed.

To Mr Mayekiso, reaching the final stages of the NTA is an honour. He plans to influence his fellow colleagues and teachers to enter the NTA, and he will mentor them.

He believes that his strength as a teacher depends on building emotional space for learners, patience, total commitment, passion and excellence in what he does. He also plans to serve as a mentor to other teachers and get wings to spread further his teaching.

## Finalist

Noël Venter  
Andalusia Primary School  
Northern Cape



Mr. Noël Venter from Andalusia Primary School in the Northern Cape chose teaching as a career to help learners who are subjected to social issues such as drug abuse, alcoholism and violence at home. He wanted to create a safe haven for them at school and during his 31 years of teaching has assisted many learners to overcome their challenges.

He enjoys the time he spends in class teaching and the interaction with them during coaching sessions. He is also passionate about staff development.

His school, which is in a rural town, is challenged by poverty, crime, drug and alcohol abuse and severe sexual behaviour. He has managed to get the community and other stakeholders involved.

Mr Venter’s vast experience has led him to represent the district and province in several forums and has presented papers at provincial and international conferences.

His plans for the future entail developing his school as a centre of excellence.

## Finalist

Thabile Thelma Chabela  
Nelson Mandela Primary School  
Free State



Thabile Thelma Chabela from Nelson Mandela Primary School in the Free State tells us that during her time, teaching was the best profession so she chose the best.

As a teacher, she enjoys giving learners the skill towards sharpening their wisdom and knowledge.

Ms Chabela claims that crime and burglary at the school are the major challenges. She has managed to enlist the support of the QLTC members that include all school neighbours. She also gets a lot of support from the teachers and the SGB who have replaced the stolen items.

Ms Chabela’s passion for teaching enabled her to win the provincial leg of the NTA. She plans to enter and win in global competitions.

## Finalist

Ntokozo Sikhumbuzo Mthimkhulu  
Qomukuphila Primary School  
KwaZuluNatal



Even though he never anticipated that the role of leadership will come so early in his life, Mr Mthimkhulu chose teaching because he enjoys making a difference in the learners’ lives through empowering them with positive information and also exposing them to opportunities of success. He strongly believes that through education all things can be changed.

He finds his joy from empowering and supporting fellow educators with new information and keeping good human relationships amongst educators through professionalism.

“As part of dealing with learner discipline, I rely mostly on policies of the department, that is, learners’ code of conduct”. He has also taken a duty to go an extra mile and ensure that he treats his colleagues with humanity and respect as a way of living as an example. He managed to restore cooperation of teachers who in return do the same to him and their fellow colleagues.

Mr Mthimkhulu is so thankful about participating in the NTA and he believes that it was through respect that he got the opportunity to share his best practices provincially and nationally.

“I also felt that as one of the educators in deep rural areas, it is time that we showcase our hard work in educating the nation through participating in the NTA’s”. According to Mr Mthimkhulu it is an indication that dedication and hard work result in success. “It doesn’t matter where you come from or where you are, so long as you are trustworthy to your profession, it matters the most”.

His future plans include becoming part of the NTA’s ambassadors.

“I also feel that more educators should participate so that they could see the joy of teaching beyond the classroom.”



20 Years Of Teaching Excellence

Finalist

Noni Julia Hlahle  
Moriting primary School  
Gauteng



Julia Hlahle found her calling as a teacher from an early age because she took leadership roles during her Sunday school days. She also formed a Youth Club, an initiative that prompted people to believe that she had qualities of being a teacher and a leader. “I started seeing myself as a teacher from a young age and since then the love of teaching developed in me.” From there she just wanted to see herself being a qualified teacher. Her passion and love for teaching and interacting with learners, teachers and community members contributed in making her a provincial winner.

She will always pride herself for participating in the national level and this means that she is making a difference as an educator, leader and follower of the South African schooling system. “I have actualised my dream and become the best, excellent leader in primary school.” Her main challenge is facing learners with learning disabilities, parents who do not get involved in the children’s education, inadequate infrastructure, lack of libraries, not fully equipped computer laboratories, lack of sports-fields and under-resourced school halls.

Despite the existence of all the challenges, she is prepared to confront those challenges by assisting learners with disabilities and by also creating good relationships with the parents. She also provides extra classes for those learners and ensure that School Based Support Team (SBST), gives all the support needed to both the educators and the learners.

She also confronts those challenges by inviting parents to the school. She gives them schedules of meetings where on dire circumstances she visits the learner’s families with the assistance of the School Governing Body (SGB).

In addressing the computer laboratory she has partnered with Clicks Foundation, and they have donated 50 computers to the school. She has a very good rapport with all stakeholders by treating everyone with respect and dignity.

Finalist

Matlou Abram Ramaru  
Abiot Kolobe Primary School  
Limpopo



Matlou Abram Ramaru, of Abiot Kolobe Primary Schoolin Limpopo attributes his achievements in the NTA to the positive impact he has made on the learners, teachers and parents in the whole Bakenberg South circuit.

He says participation in the national NTA will broaden and advance his contribution to education.

He adds that he enjoys helping parents, learners and teachers. He adds that he enjoys assisting learners and teachers to achieve excellence inside and outside the school every year.

The major challenges that confront him include lack of adequate human and physical resources, facilities and skills. He uses the challenges to motivate the learners to achieve regardless of background.

Excellence in Secondary School Leadership

First Place Winner

Wendy Horn  
Protea Heights Academy  
Western Cape



A product of the Funza Lushaka bursary scheme of the Department of Basic Education – Ms Horn’s passion is in the awakening of learners’ minds to think critically, to solve problems and to see the wonder of the world around them through the disciplines of Maths and Science. She believes that through teaching she influences the future and teaches learners to be responsible global citizens that can right some of the wrongs that have occurred in the past.

She has expanded her interest to mentoring of young teachers to be excellent, to make a difference through what and how they teach and engage with the school community.

Presently, she faces a myriad of challenges, such as negative and apathetic teachers, the social ills that enter the school through the community, ill-disciplined children, and the myriad of paperwork and administration.

Notwithstanding the above-mentioned challenges, she has, together with teachers, SGB and community - developed a school of excellence that talks to the needs of the National Development Plan, the needs as identified by the World Economic Forum for the 4th Industrial Revolution and the DBE’s Math and Science Strategy.

As a manager she encourages the teachers to innovate, take the learners beyond the school walls by taking part in Olympiads, various competitions and workshops, SKYPE with classrooms across the globe, collaborate across classrooms in our district and across continents. Ms Horn has achieved the number one position in the Secondary School Leadership in the national NTA because of her determination and perseverance.

Some of her future plans include working closely with the universities around the school with their student teachers to ensure that there are highly qualified educators that they can hand the baton over to and also contribute and share her skills and knowledge to a broader education sphere in the future.

Second Place Winner

Sahaboodin Abdull  
Zinniaville Secondary School  
North West



As a prefect in high school Sahaboodin Abdull used to teach children in the absence of the teacher. Little did he know he was preparing himself for a career as a teacher His greatest job satisfaction is when the learners and teachers are working together in order to achieve their goals. “My learners produce quality results and continue their studies at tertiary institutions with the aim of coming back and serve the community as engineers, medical practitioners, chartered accountants etc.”

Some of the challenges experienced in his school are usage of drugs and substance abuse, ill-discipline, unruly behaviour, lack of participation in extra co-curriculum activities, poor reading and comprehension skills. At the same time he confronts those challenges and finds solutions because all problems are man-made and not divine.

He arranges for learners to undergo counselling and learner support and believes that teacher support through preparation of lessons and capturing their attention is a good tool for success. He further added that the reading revolution, empowerment of educators in phonics, syllabification and others are essential for assisting them in their work.

“My matric results speak volume. My average pass percentage surpassed the provincial and national results averaging over 98%.” The CPTD points that he achieved in the first three year cycle was over 950. Again, three teachers from his school won the National Teaching Awards in 2010 (Mrs Saloojee), 2016 (Mrs Kola) and 2018 (Mrs Suliman). It means a lot for him as a leader who sets the tone and promote NTA champions. Participating in the NTAs has been a good experience and he would like to appreciate those teachers for supporting him.

“In conclusion, I want to thank the Almighty for granting me excellent health. I will continue to make a major difference in my neighbouring communities by mentoring and coaching English (FAL) educators.”

Third Place Winner

Livhalani Bridget Sinyosi  
Dzata Secondary School  
Limpopo



Livhalani Bridget Sinyosi works in a school with learners who come from child headed families and appreciates working in an environment where she can bring hope and meet their needs.

The Dzata Secondary School teacher in Limpopo was inspired by her mother, who taught her in primary school to take up the profession.

The school faces socio-economic challenges such as learners affected and infected with serious health conditions, orphans and vulnerable learners and teenage pregnancy. Ms Sinyosi has taken a lead to alleviate the challenges of these learners.

Ms Sinyosi, is highly involved in professional associations such as Nzhelele East Circuit, EMASA, and is a former Branch Education Convener in one of the Unions, mentor in different schools, and presents an educational programme at Nzhelele FM every Wednesday.

Finalist

Rahemeen Mahomed  
Willowmoore High School  
Gauteng.



Raheem Mahomed enjoys interacting with the youth and watching children evolve into successful members of society hence she became a teacher out of her desire to give back to her community by providing quality education to all schools.

“Following their careers and success, knowing that I made a difference, I derive great pleasure from changing an ordinary school into extraordinary ones.”

Ms Mahomed strives to keep the learners motivated in realizing the importance of education despite the social ills that they face. She approaches those challenges with hands on approach by not being afraid to find solutions to individual problems. “My faith in the Almighty and support from colleagues, family, parents and the wider community allows me to continue to shine in spite of these challenges”.

She says that her leadership skills both inside and outside the classroom, her determination and commitment to give off her best at all times has contributed positively in enabling her to become a provincial winner.

Ms Mahomed says participating in this category has been a life changing experience and she has also become a proud ambassador of the National Teaching Awards. Going forward she plans to continue striving at nation building and leaving a legacy of making quality education a reality.

Finalist

Lebogang Beatrice Mei  
Moedi Secondary School  
Northern Cape



Lebogang Beatrice Mei from Moedi Secondary School in the Northern Cape chose the teaching career because teaching was the only career she thought about when she was growing up.

Ms Mei gets fulfilment from working with children in and outside the classroom to assist them reach their potential.

She is also inspired by working with a team of teaching and non-teaching staff who care about the welfare of learners at school.

The school is dominated by learners who come from child-headed house-holds’ and there is also inadequate learner furniture. The school manages to secure funding from the local mines.

Ms Mei states that she brought transformation to the school which is now fully functional; parents are playing their role at school because of her contribution to bringing change to the community.

She plans to continue using her skills and experience to empower learners, colleagues and other stakeholders.

Finalist

Philani Ennocent Mathenjwa  
Ntulabakayise Secondary School  
KwaZulu-Natal



He could not resist his passion and love to educate the nation and to change lives of people from poor backgrounds. So it was not a surprise when Mr Mathenjwa took up a career in teaching. He is a patient leader who is always willing to go an extra mile for the learners and also motivate his staff as a way of encouraging them to work.

He has passion to work with young people which is also a way of ensuring that he shapes them for the future so they can progress in life. He treats all learners as if they were his own children and can go an extra mile in trying to make them access the best education.

Despite his strong attachment to all the learners, he does not underestimate the parents’ positive co-operation on their children’s education. “I continue to shine because I keep on engaging with them slowly but making sure that they understand what is being imparted to their children”.

Mr Mathenjwa stood out as a provincial winner because he was able to portray his commitment to his leadership works. As part of his strength he excels with working as a team with his colleagues and also living an exemplary life. He has the capability to put more effort to his work and beyond the call of duty.

Participating in the national level is an honour to him even though he has also realised that there is still a lot to be done in the school, community and nationally. It is a positive challenge, which is also motivating to him and an encouragement to do more.

Finalist

Nelly Happy Mangane  
Sincobile Secondary School  
Mpumalanga



Ms Mangane believes that teaching is the mother of all professions and that is why she has a passion about imparting life skills to the new generation. “I grew up in a poor family where I realised that education is the only weapon through which I could conquer the world”.

Encouraged by her background she chose teaching as a career so that she could fulfil her dream but also taking care of her community from the scourge of poverty to a better position.

As a leader, she enjoys interacting with the youth where she also motivates them to discover their potential. “As a principal I enjoy it when I see the fruits of my labour.”

According to Ms Mangane challenges are just the other side of the coin, therefore she also indicated that ill-discipline amongst the learners is a major drawback which contributes to underperformance. As a result, she is now a champion of using the code of conduct policy to ensure that discipline is enforced on all the learners. Parents are also involved in the enforcement of discipline. Inadequate resources is also part of the contributing factors in the delay even though teachers are always willing to improvise. With the assistance of the School Governing Body the school goes and seek sponsors. “I don’t allow any opportunity to pass without an attempt”.

As a confident leader she believes that her excellent Grade 12 results which are achieved under strenuous conditions made her to stand out and became a provincial winner. “Moving matric results from 26% to the average of 78% consistently, over a period of 10 years and being a female principal in a male dominated environment has never been easy”.

Besides being a participant in the national level, she still want to contribute more in the education fraternity. She sees herself as a resourceful person to other principals and School Management Teams who are struggling with managing their schools. “I am also willing to play a role in developing other prospects for the NTA program”.



20 Years Of Teaching Excellence

Finalist

Khulile McDonald Qamata  
Nyanga High School  
Eastern Cape



Mr Qamata chose teaching because it is a heavenly mandate and a noble profession. To him, education is the only tool that can take people out of poverty. This understanding, coupled with his involvement in the struggle for liberation as an activist guided him to choose the teaching profession.

He enjoys imparting subject knowledge to learners, providing leadership and inspiration to teachers, non-teaching staff, learners and the entire school population. He adds that what drives him is turning around an ordinary rural school into a centre of excellence and also creating a safe and conducive environment that enables learners to unleash their best potential.

Furthermore, he gives guidance, mentoring and coaching to leaders of surrounding schools in the district and beyond. He works with various stakeholders including business people, former students and parents in improving the school infrastructure. This he does by rallying around all stakeholders around the school vision and thereby building a lasting legacy for the institution.

The general decrease in the culture of learning is the biggest challenge confronting all schools, including Qamata's school. The only solution is continuously providing motivation and support to learners using various educational programmes such as career guidance sessions, motivational talks etc. The second challenge is a de-motivated workforce that requires a leader who continues to rally staff and the surrounding community, around the school vision. Thirdly, is the limited parental involvement in the education of their children. The other burning issue is the inadequate financial resources and to address this he galvanises financial support beyond departmental allocations.

Mr Qamata's strength lies in his networking skills which is reflected by the private sector support the institution enjoys and improvement of results for a successive three year period with an increase of 1.4% in 2016, an increase of 4% in 2017 and an increase of 7.8% in 2018.

Participating in the NTA has been a learning curve that provided him with an opportunity to reflect. It has also served as an inspiration to teachers, learners and the community. Going forward, he intends to extend his role and impact on education to benefit a bigger number of learners.

Finalist

Albert Bulane Kaneli  
Bainsvlei Secondary School  
Free State



Albert Bulane Kaneli, from Bainsvlei Secondary School, Free State chose teaching because of seeing how it would give him a platform to influence young people's lives and also to inspire and motivate them to reach their potential. He has also made a global impact by working with young people across South Africa and around the globe through a learner exchange programme in conjunction with the US embassy.

Mr Kaneli proclaims that teaching gives him an opportunity to be a critical and creative thinker. He adds that technology in teaching gives him an opportunity to explore new exciting ways to communicate, to be innovative and collaborate with other stakeholders. Teaching also assists him to design differentiated lessons for diverse students, create meaningful assessments and inclusive learning opportunities for all learners. It also gives him an opportunity to be a lifelong learner and to adjust to the constant changes in technology and culture. He believes that he meets learners at a critical point in their lives and that gives him a prospect to build their lives and future.

One of the challenges he confronts in his work is having more children needing support with fewer resources; especially learners with specific educational needs who are integrated in with other learners in classrooms. He also reports that some teachers find the transition to the 21st century learning skills a challenge, as some teachers are not computer literate.

Mr Kaneli, a principal at Bainsvlei combined school, with 987 learners the majority of them coming from challenging socio-economic conditions, has managed to make a success of the school. Going forward, he plans to play an active role in education to ensure that South Africa becomes a winning and leading nation in education.

Excellence in ICT Enhanced Technology

First Place Winner

Louise Fullard  
Hoerskool Bergflam  
Mpumalanga



Louis Fullard always had an inner desire and calling to be a teacher. Since she started her teaching career 25 years ago, she had been driven to think out of the box.

She is determined to draw her mark, to make an impact and to leave a good legacy.

"I am a futurist and a visionary. I have confidence in my ability when I approach a challenge, to see the resolution, identify the steps to address it and anticipate the successful outcome and result". She says the current challenges faced in education, is that many people do not fully comprehend the impact and effect that Fourth Industrial Revolution (4IR) has on our society, education and future. "Everything is changing and we are not going back. Therefore we need to adopt technology in teaching to prepare our learners for life." The main complaints in her quest facing this challenge, is the availability/knowledge of hardware, software and data. She utilises technology herself and knows where she is going. She has the gift to positively change the perceptions of others and when she hits a stumbling block and finds a way around by partnering stakeholders.

During the NTA coaching session, the district director described her as a national agent of change, especially in the perceptions about digital education and Fourth Industrial Revolution (4IR).

She promotes collaboration on all levels with regards to her subject and utilises cloud technology to store and share all her teaching and learning materials. "This is on the public domain where my learners and educators across the country have access to it".

Another example is when she initiated and organised a 4IR Indaba at Bergvlam Hoerskool and invited various stakeholders, educators, and student executive members, teachers, educational experts, sponsors, leaders, inspirational speakers and VIP DBE officials.

"As a national winner of this category, I am definitely encouraged to pursue my (4IR) dream for education in our country. I will use this platform to reach out to more schools in my district, to assist and equip them in areas of technological need".

Second Place Winner

Molepo Tebogo Clemence  
Kgwadu Primary School  
Limpopo



Molepo Tebogo Clemence of Kgwadu Primary School in Limpopo chose the teaching profession because he wanted to be part of the change and to change the life of children and the only way he knew was to be a teacher.

He mentions that he enjoys spending time with the learners, teaching and also learning from them. As a 21st teacher who is working on embracing ICT integration in the classroom, he also enjoys working with young innovative teachers and developing them looking at vision 2030 and beyond.

Large classes, infrastructure and technological backlogs are some of the challenges he is grappling with. Notwithstanding the challenges, he finds innovative and creative ways to give out quality education using technology in the classroom.

Mr Molepo's plan is to help learners and teachers to use technology effectively.

Finalist

Pearl Nonhlanhla Langa  
Dalpark Secondary School  
Gauteng.



Pearl Nonhlanhla Langa's English lessons are integrated with digital content, videos, music, online quizzes, which help her learners to keep abreast with real life scenarios. Since her formative years, Ms Langa always had a passion to impart knowledge to young minds. Dealing with the adolescent learners who also come from communities that lack support and adult mentorship makes her enjoy being a teacher. She enjoys sharing knowledge with them and seeing them succeed academically regardless of their socio-economic status.

As an English teacher, she enjoys literature, especially poetry, plays and novels.

She admits that in her school there is high substance abuse related issues. Learners adopt certain cultures and practices in their communities and bring these to the schooling community. The school has set specific measures to curb the use of drugs within the school premises.

While teaching, she always ensures that learners participate in classroom activities and further encourage them to participate in the extra-curricular activities at school.

Having high confidence levels and visible passion enabled her to become the provincial winner. As a way of confronting the Fourth Industrial Revolution (4IR), Ms Langa ensures that all the learners attain the necessary skills.

She believes that teaching does not end in the classroom and there are endless possibilities within the educational sector nationally and internationally. Having taught abroad, she confirms that learners are the same, teachers just have to prepare and acquaint themselves with what goes on in the world. She indicated that there are things that teachers can do in order to remain prepared, that will include taking a short course about classroom management, partaking in community service, reading books, watching the news; entering into competitions and teaching workers after normal school hours.

After participating in the NTA, she has a view that the process is developmental and enables the teachers to change the perception about the standard of Basic Education. "I would like to close the gap in our existing digital divide and help learners to actively become part of the 4IR. "I would encourage teachers to acquaint themselves with our fast changing times and to gradually enhance their teaching using technologies".

Third Place Winner

Adriana Martina Pretorius  
Laerskool Rustenburg-Noord Primary  
North West



Ms Pretorius' desire to make a difference in the lives of learners, made her realise that teaching is not only a profession but also a mission. She believes that children are like a clay which is moulded and shaped by the hands of teachers. "Through teaching I would be able to fulfil my soul's craving to contribute in shaping the world of tomorrow". She quoted the words of Vicky Davis: "When we connect our learners with the world, we are building bridges today that tomorrow we will walk across." According to her being with children is like being endowed with perpetual youth. The love, laughter, mischief, creativity and imagination of children are like an eternal fountain of joy and vitality.

She believes that the large amount of assessments, analysis and emphasis on data collection is a burden to teachers which could lead to less time of teaching.

She has developed Visual Basic for Applications (VBA) program that runs on Excel to help teachers.

She passes her knowledge to her fellow educators to ease their workload and that keeps her going despite all the challenges. With her classroom not equipped with white boards, she decided to buy her own projector and laptop to bring the classroom to life.

Ms Pretorius developed an assessment task program for the learners to complete in class. "Technology enables my learners to engage with the content and make the assessment task interesting and assessment easier" With her fearless attitude of learning new teaching strategies and incorporating new technologies into her lessons and the willingness to share with colleagues made her a worthy Provincial winner

"I believe that everyone has the potential to change the world. Participating in the NTA does not only recognise my work but also the learners of my school." Children have the potential to change the world. For the future she would work towards developing ICT infrastructure in her school since that's where her passion lies.

Finalist

Geneva Yalala Ndlovu  
Queen's College Boys High School  
Eastern Cape



Ndlovu became a teacher because he had a passion for helping others to explore and reach their academic potential both in knowledge and skills that will enable them to survive in the ever-changing environment. He coupled the passion with the sharing of the skills to enable self-discovery and problem solving in the learners' day to day lives. He also had zeal to give back to the community through knowledge empowerment.

Ndlovu enjoys seeing learners come up with their own solutions in problems, owning the learning material and getting the most out of it. He encourages learners to give feedback at any given time not only in the classroom but as and when they interact with the curriculum material. He gets excited when he sees them using or applying given knowledge in dealing with other situations. He believes that the use of ICT devices, 21st century skills in line with the devices that they are currently using in their day to day interactions will enable learners to work in new jobs that have never been known before.

The major challenges he is confronted with are the dangers of social engineering and all the associated online platforms challenges. He believes in inculcating social responsibility on all actions be it be on an online platform or normal platform. To him, ethos and accountability are always an ongoing process in every lesson. He believes that what makes him stand out is his style of teaching where he teaches with learners in mind. He also brings technology into the learners' space and keeping a positive, open yet progressive learning environment. Above all willingness to learn, re-moulding, engaging and learning from past mistakes helps her teaching and learning environment to be enticing to the learners.

His goal is to demonstrate ICT integration to less privileged and challenged areas for better utilisation of the available technology in schools. This will help produce other role models and rounded learners who understand the e-world around.



20 Years Of Teaching Excellence

Finalist

Riefqah Sasman  
Heideveld Secondary School  
Western Cape



Riefqah Sasman’s passion for integrating technology in her teaching and learning has enabled her to reach out also to fellow teachers she has trained to do the same and have changed their practice as a result.

The Heideveld Secondary School, Western Cape teacher chose teaching to make a difference in children’s lives and change negative culture from the inside.

The school faces socio-economic circumstances of learners and large classes. She has managed to use her values and technology to create an inclusive learning environment.

Ms Sasman is motivated by the academic, social, physical or emotional progress she sees happening in learners knowing that she was part of that paradigm shift.

Her philosophy has always been hard work does not go unnoticed and that perseverance is the key to success and not just a cliché. Her future plans include studying Computer Integrated Education (CIE) as her future depends on her mastery of CIE integration in teaching and learning.

Finalist

Mazibuko Thulisile Victoria  
Amahlubi Secondary School  
KwaZulu-Natal



Ms Mazibuko could not have chosen any career except teaching which she strongly believes that to her it’s a calling to lead, motivate, mould and to love all the learners without prejudices.

“I am dedicated to my profession in a way that I even dedicate more time to the learners searching for their unique talents and practicing with them”. She regards ICT as a tool that all learners irrespective of their background should use to connects with the rest of the world.

She finds joy in preparing for the learners work, marking their work so as to give feedback quickly and do remedial work.

There are times where she senses negativity from the learners and this affects her progress as a teacher. Another challenge is the classroom shortages, water problems and lack of resources which will enhance her teaching.

“Above all I am positive and polite in my arguments. I continue to shine through positive thinking”.

Being a provincial winner and a participant in the national level is a big honour. “Dedication, confidence, self-motivation and motivation from other parties like my family, school, circuit and district has supported me to this far. God is my pillar of strength without him I am nothing”.

Finalist

Rochelle Topkin  
Floors High School  
Northern Cape



Rochelle Topkin from Floors High School in the Northern Cape chose the teaching profession because when she was growing up teaching was considered as one of the most respected professions. She adds that teaching is entrenched in her DNA as she comes from a family of teachers.

She enjoys teaching as it keeps her on her toes both literally and figuratively as no day is ever the same. She also enjoys the interaction with young people. She regards herself as privileged to have the opportunity to mould young people to become better versions of themselves. Her greatest pleasure is when her ex- learners become teachers too.

She is faced with socio-economic problems that include lack of discipline, absence of modern technology such as interactive whiteboards but these do not hamper her from doing her job.

Participation in the national NTA has propelled her towards a growth trajectory where she intends to inspire learners and colleagues to embrace the use of technology. She intends to register for BED honours next year. Most importantly, she will to encourage and assist other teachers to enter the NTA

Finalist

Morné Kymdell  
Die Afrikaanse Hoërskool  
Free State



Morné Kymdell, from Die Afrikaanse Hoërskool Kroonstad in the Free State chose teaching because he has always loved sharing knowledge and experiences.

To Mr Kymdell, the main challenge is effective managing of time and the holistic development of the learner. As a teacher, he plays different roles such as cricket coach, rugby coach and hostel father.

Mr Kymdell sees education as an opportunity to grow and his teaching is characterised by innovation. He plans to make a difference on a higher level. NTA has given him the opportunity to show people of different backgrounds that the country is united and this attitude needs to be shared with the learners.

Excellence in Teaching Natural Science (GET)

First Place Winner

Mthombeni Mercia  
Bunny Khosa Secondary School  
Mpumalanga



Ms Mthombeni’s has always wanted to make a difference in her community by encouraging the children to prioritise studying as a way of combating poverty. It is her main aim to eradicate the belief that teaching is for the previous generations. She wants to change that perspective by showing the learners that it is an admirable career.

Her passion for teaching is stimulated by the fact that she interacts with learners, colleagues and the community with the aim of ensuring there is excellence in her school. “Teaching and instilling knowledge to the learners by helping learners to understand and being able to relate the content to everyday fulfils me”

Lack of resources and facing learners who are not inspired by learning is one of the challenges she faces especially being based in a rural area with a high rate of poverty. As a way of confronting this challenge she uses her data to access the Internet as a way of assisting the learners with more knowledge. “I use myself as an example to motivate the learners to become better people. As a way of making teaching fun I try in all of my lessons to bring science to real life with the use of my cell phone at times.”

She goes an extra mile of using less resource that are at hand to bring change in the lives of the learners. Being real and doing extraordinary work at school is one of her pillars for teaching.

Winning the national level of the NTA has proved that her work is recognised and the love she has for learners is recognised and appreciated. “My plans for the future is to continue bringing change and to motivate the learners and colleagues as well.”

## Second Place Winner

Shadrack Nkosana Kheswa  
The Sentinel Primary School  
Free State



Shadrack Nkosana Kheswa from the Sentinel Primary School in Free State chose teaching because the profession is a beacon of hope and enables him to bring about positive changes in the lives of learners. He adds that teaching is a tool that enables him to touch and inspire young people to better themselves and to upgrade the country. He also chose teaching because he intends to shape the destination, talents and mould prosperity in learners.

He enjoys performing scientific research and experimenting with learners; working with learners with different personalities, talents and helping them to unleash their potential within and outside the classrooms. This is coupled with motivating learners about life, academics, sport and other areas that make learners life worthwhile.

The scarcity of scientific apparatus is the major challenge. This is coupled with lack of parental involvement as partners in their children's education; and overcrowded classrooms.

Mr Kheswa has represented the Free State province in an International Science fair as a judge. He produces excellent Natural Sciences results and equips the learners with scientific research skills. He is presently studying towards a master's degree specialising in Natural sciences curriculum at the University of Free State (UFS).

He plans to be a Natural Sciences subject specialist and help South Africa to solve the problem of scarcity of scientists, doctors and other important science skills that are needed in order to grow the economy and country. He also plans to dedicate his life to scientific research to help close the skills and knowledge gap in the country.

## Finalist

Moreki Ancell Mosuane  
Lufhereng Secondary School  
Gauteng.



Moreki Ancell Mosuane, a Natural Science teacher did not intend to become a teacher but had a change of heart in 2011 when he received funding from the department of basic education. "It was during my first year of training when I discovered that I had a hidden passion for teaching." That took him back to the days where he used to take a role of a teacher when the educator was not in class.

He enjoys teaching the subject because it sparks curiosity and the content always changes due to new discoveries and inventions. "I cannot wait to see some of the learners graduating and pursuing their careers even as Natural Science specialists".

Being in a rural area and working in an extremely poor community where the majority of learners are faced with harsh socio-economic circumstances is one of the barriers at its own. Therefore as a teacher he plays multiple roles while teaching in class. "I am not only a teacher but a part time counsellor, guardian and a parent". With the high number of learners at his school, he is always prepared to adapt and treat all the learners according to their needs.

"It is therefore important to be an empathetic listener so that learners can communicate freely and it makes them to learn with ease."

He believes that all teachers are sufficiently trained and are experts in their respective subjects. However teachers are subjected and assigned from the different working conditions and circumstances.

"I had problems and challenges but with the suitable strategies and solutions to solve them and create a positive, conducive learning and teaching environment."

Complementing his participation in the NTAs, Mr Mosuane believes that it is always good to see your hard work being recognised and acknowledged. This will encouraged her to work even harder and inspire others to join the teaching sector.

He plans to be an ambassador of the NTA and encourage other teachers to participate in the program. "I have seen the impact it does on teachers' ethics and the standards of our profession".

## Third Place Winner

Ayesha Ahmed Ismail  
Zinniaville Secondary School  
North West



Ms Ismail, a natural science teacher uses technology and interactive education to stimulate learners as part of enhancing her lessons. The service of education, the enhancement of the mind of a child, the fulfilment of her parents' dream was a calling that she answered.

After completing a Degree in Information Science, she was left with a void and a yearning for a purpose where after doing her post-graduate in education, and becoming a teacher fulfilled her. That was also influenced by the camaraderie of her fellow educators and the achievements of her learners.

She makes a difference by showing compassion, understanding, and treating her class not only as a collective but by valuing each individual. "Every child is unique and I acknowledge them according to what they are and not where they come from."

"I embrace change. I am not a procrastinator but an educator with true core values of imparting knowledge".

The NTA program is a means of motivating and appreciating all educators for their hard work. She plans to utilise the lessons learnt in the program in her professional development and will mentor other educators. As her next step, she will focus on furthering her career. As a natural science educator she would like to embed the foundation of science and everything that work into the lives of learners so that they may be of service to our country. "Education is the key in overcoming challenges and obstacles."

"Participating in the national NTA is a means of motivation for all educators, that the hard work we put in for the benefit of the future of this country is appreciated. It is the next step in my professional development."

## Finalist

Duduzile Nyembe  
Luvisi primary school  
KwaZuluNatal



Growing up in a family where her parents were teachers gave her exposure and the qualities of a dedicated teacher. Interacting with her parents' learners proved that she was also capable of being a teacher. "My parents used to help the needy learners even financially." At tertiary she registered a course in Nature Conservation where her lecturer encouraged her to apply to be a tutor. As a result she considered pursuing teaching.

"There is no fulfilling moment like hearing a child you explaining something to in a classroom saying, oh I get it now."

A lack of resources, limited teaching facilities and lack of libraries is a challenge especially because she works in the rural areas.

As a way of producing competent learners she works with different schools in the neighborhood where they assist each other with the strategies to get donations from the different organisations.

She is a teacher who is willing to go beyond the call of duty and also works with community members to create a good environment. She also empowers them by teaching poultry farming and gardening which prepares the community to be self-sufficient. Again, she is an active member of staff where she organises activities in the school like sports and excursions.

"This is a very educational programme so participating to this level means growth not only for myself but for the school, district and the province. Her participation has proven that dedication of the different stakeholders brought something in return.

"I wish that I can get an opportunity to go back to other schools and tell them about the growth I have achieved since I entered for NTA because it was never a matter of winning but of gaining knowledge".



Finalist

Rambau Tshililo  
Muungadi Primary School  
Limpopo



Rambau Tshililo of Muungadi Primary School in Limpopo wanted to be part of the noble profession with the hope of one day being counted amongst those in whom future teachers find inspiration.

He likes to groom children to become responsible adults who will do positive things.

Mr Rambau points out that the behaviour patterns of the learners, bullying, disengaged parents, changing standards, low pay, lots of paper work and management work are some of the challenges he is grappling with. To counter these he involves the community and this has assisted a lot.

He plans to have meetings and workshops with teachers and inspire them so that they can participate in the NTA as it forms part of professional development.

Finalist

Bukelwa Cynthia Masiza  
Talenj Junior Secondary School  
Eastern Cape



Bukelwa Cynthia Masiza, from Talenj Junior Secondary School in the Eastern Cape, chose teaching as a career because she was inspired and motivated by her Maths and Science teacher, who was very kind to learners. His Maths and Science were presented in such a way that every time they were in his classroom they gained something.

As a teacher she prefers teaching Science, a practical subject which needs understanding as one learns by observation. She also encourages learners to conduct research in class-related matters.

One of the challenges she faces is the scarcity of resources and as a result she improvises when teaching. For example, when dealing with birth, life and death of the stars, she uses fire as the accessible resource that all learners know. . She also organises excursions, specifically, Science targeting trips. Her learners also attend Science festivals and Science week days where they do quizzes, projects and some practicals to improve learner performance.

Ms Masiza states that she is a dedicated and hardworking teacher who tries her best to produce Science-oriented learners. She is looking forward to influencing other teachers to participate in NTAs, and feels honoured and motivated. She promises to share the knowledge and expertise she gained with other teachers she plans to recruit to join NTA competitions.

Finalist

Lady Hadio Mei  
Moedi Secondary School  
Northern Cape



Mrs Lady Hadio Mei from Moedi Secondary School in the Northern Cape wanted to pursue a career in the engineering field (electrical engineering) but found herself in teaching. She teaches because she wants to help eradicate poverty and improve disadvantaged people's lives.

She gets fulfilment from having a bond with the learners and helping them to conquer challenges and allowing them to come up with solutions of problems that they never even thought of attempting.

The school is situated in a rural area where most of the learners are orphans. In such a situation, parental involvement becomes a challenge. To respond to this, she established a group chat with the legal guardians to ensure that they are always updated with the learner's academic performance and general behaviour.

Secondly, the school is characterised by poor facilities and inadequate resources. She uses innovative methods such as computer simulations and audio visual media to ensure that the learners are abreast of the latest developments in the education field.

Her plans include continuous dedication and taking responsibility of changing the world for the better through producing good global citizens.

Finalist

Danielle van Eck  
Protea Heights Academy  
Western Cape,



Danielle van Eck is engaged in two innovative programmes, namely, Women in Science and Protea Heights Academy Science Week initiative, which focus on bringing learners from all socio-economic groups and expose them to science activities and guest speakers. These activities include whizz-bang science shows, snake shows, bridge building, robotics and inspirational speakers. The GET Natural Science teacher from Protea Heights Academy in Western Cape, says her passion for teaching was ignited by working as a demonstrator for several years during the time she studied at Stellenbosch University for the degree.

She would often do individual tutoring with students who didn't understand the work. She was motivated by seeing her students' understanding of concepts after the tutoring. She is passionate about teaching and providing the learners with deeper understanding of how the world around them works. She adds that she loves being innovative and inspiring young minds to think beyond the problem. She is a practical person and a critical thinker and encourages her learners to be the same.

The major challenge she faces is getting buy-in from the learners, sometimes colleagues and from other schools to partake in projects. She has also experienced challenges with funding and as a result has had to be very innovative when it comes to getting sponsorship for the programs she runs.

Ms van Eck wants to continue to provide quality education in science and give back as much to the surrounding communities as possible in the sciences. She is looking to partner more actively with one or two schools to create an environment where learners across schools can share ideas and partake in competitions.

Lifetime Achievement Award

First place winner

Jacobus Johannes Du Plessis van Rensburg  
Ligbron Academy of Technology  
Mpumalanga



He initially thought of becoming a preacher or an attorney. But, inspired by his high school headmaster who had a career guidance session with him, teaching became a career of choice for Mr Jacobus Johannes Du Plessis van Rensburg.

He is grateful and he enjoys interacting with the school community. He finds joy in leading them to become exceptional citizens who respect others religion, culture and individualism. "Being a fully inclusive school, we constructed a professional learning support centre with dedicated posts to support our learners on the following: Academics, social & emotional constraints and spiritual and financial aid".

For 43 years he walked the extra mile and engaged in many projects and organisations to benefit the people and children around him. He has always been purpose driven, professional in service delivery, organising and managing. During his career as a teacher, he has been blessed with excellent people, skills and also received respect from every person in contact with him, irrespective of race, religion or financial and social status. He used self-innovative skills to develop national projects where thousands of underprivileged pupils were supported with online Mathematics and Science classes through interactive Smart boards over the past 11 years.

As part of sharing his inspiration he advised other teachers by saying that they must not practice window dressing. Instead they must be honest in every aspect of their lives and act in the best interest of the people surrounding them without seeking fame. In addition he indicated that they must always focus on the best interest of the colleagues and think 10 times before engaging in conflict.

"Winning this Lifetime Achievement Award at a national level will open the doors for me as the Chief Executive Officer (CEO) of Ligbron e-Learning Systems (LES) and will also enable me to get easy access to big companies and partners with them to fund our upliftment program."

Third place winner

Stephen Sebopetsa  
Rathaga Primary School  
Limpopo



Dr NS Sebopetsa from Rathaga Primary School in Limpopo was inspired by his father who was a teacher. People always came to him to ask him to read or write letters for them. He enjoys being in front of learners every day teaching and having a positive influence in their lives. He always reminds himself that what he teaches, will contribute significantly to improving the lives of learners to become better and contribute to make them responsible citizens who are patriotic and proud of their country. He equally enjoys leading and managing the learners.

Dr Sebopetsa's major challenge are colleagues who report for duty daily and fail to execute their job description as prescribed. For him, the ingredients for success are total commitment, hard work; innovation; sacrificial service and assisting community or institution without any intention of financial benefit.

He plans to continue doing more for the benefit of the disadvantaged; being an author and lead the M and D (Masters and Doctor's degree) Study Club which assists teachers to draw proposals and/or dissertations which is a pre-requisite requirement for Masters and Doctor's degree at universities. He also presents papers in education conferences locally, nationally and internationally.

He also intends to establish or participate in an Education Foundation that assists individuals on educational matters such as career choice, bursaries etc.

Second Place Winner

Melesi Johannes Monnaphiri  
Navalsig High School  
Free State



Melesi Johannes Monnaphiri from Navalsig High School in the Free State believes that his background gave him few career choices and teaching was an obvious choice. Through teaching, he could rise above his circumstances, be a respected member of the community, but also be impactful in the lives of the children and youth around him.

Mr Monnaphiri enjoys being a team-player in an environment with different people who are passionately committed to bettering the lives of children. As team members, their understanding is that children are a message they send into the future, into a time where they may not even exist, but how they represent themselves will also be representing our passion, dedication and sacrifices, and how they impacted their lives.

He cites family backgrounds and diverse personalities of staff members, learners and their parents often pose as challenges. In addition, the learners come from either child-headed families, single parent homes or homes in which they are left in the care of elderly relatives. Drug, alcohol and social media influences also affect the learning environment negatively. He has confronted and addressed these challenges by involving all stakeholders in an effort to help each other.

Mr Monnaphiri believes that he has reached the level of professionalism because of a combination of the past and how he envisages the future. He plans to continue to impart my knowledge and expertise while continuing to impact lives as he has been doing for many decades.

Finalist

Kesval Govender  
Woolhope Secondary School  
Eastern Cape



Kesval Govender from Woolhope Secondary School in the Eastern Cape was forced to be a teacher by the financial difficulties that his parents experienced. He has grown to love teaching and as a people's person, he loves working with and encouraging the development of young people's potential whether in academics, arts and culture, sport etc. He derives pleasure when he receives past learners who return to school to share their successes post school life.

The major challenge is the popularity of the school that usually results in overcrowding. To solve this challenge he uses special rooms and has asked the local education district office to supply the school with five prefabricated classrooms to place these learners.

He feels that his commitment to transformation has contributed to his success as a principal. During his tenure as principal, he put in place programs, measures and policies that have transformed Woolhope Secondary School, from a former Indian only school to a truly South African school that embraces diversity in all aspects.

He regards his participation in the NTA as a highlight of his career. It is an affirmation of his contributions to education in the Nelson Mandela District and Eastern Cape at large. He plans to continue working with NGO's in the education sector.



Finalist

Lorna Sanders  
Willowmoore High School  
Benoni, Gauteng.



Lorna Sanders remembers that all she ever wanted to be was a Mathematics teacher and she thought that was her ultimate goal. She was inspired by one of her Mathematics educators as he gave her the opportunity to assist her fellow students when he was busy with administration work.

Working with staff members and getting them to be excited about their teaching and their own learning is a great challenge for her. However she is able to get the staff to be a professional body. She encourages her staff to get involved in up-skilling themselves using the latest trends in technology and in education. She takes up challenges to try new methods in the classroom, attend conferences and networks. In the same time she receives a lot of support from a very good team of staff who allow her to introduce new ideas.

She also ensures that her learners are involved in many activities and she will always go out of her to see that the learners receive the recognition that they deserve. She also works closely with members of the community, School Governing Bodies (SGB) and the Education department.

She believes that no one will ever take away the empowerment that she has acquired by participating in the NTA from the district level to national level. She will continue to continue the work that she is doing as it is a passion. Ms Sanders wants everyone to be curious about the world and be excited about learning one small thing each day. She would like to spend time up-skilling fellow educators in the use of technology in their classrooms as she is passionate about the way technology can assist educators without replacing educators.

She is determined to make learners aware of their surroundings and to become valuable members of society. "I want the country to benefit from the learners that I am able to assist".

Finalist

Anna Mary J Nene  
Masisizane Special School  
KwaZulu-Natal



It was not a coincidence to meet her first teacher who also predicted that she is destined to be a teacher. Ms Collins, her first teacher showed her love, care and support. The image of being a teacher became clearer as she was getting older and her passion increased more when she realised that the needs of learners with disabilities were neglected.

She gets fulfilment in teaching because learners with special needs make teachers to feel rewarded by acquiring new knowledge, skills, becoming independent and behavioural change. "I enjoy networking with other Special schools and other departments as it assists her with simplifying her work of identifying a variety of impairments and barriers to learning". Teaching does not go without the challenges, for Ms Nene the shortage of school infrastructure and human resource seems to be a big challenge in her school. She is working in a boarding school where the dining hall serves/work as multipurpose because it becomes a hall and dining hall alternatively. Again there are no state paid hostel staff and the school is assisted by volunteers from the community. There are no specialists in the school, that is, social workers, nurses, speech therapists and physiotherapists. They are only assisted by local sister departments to render those services at least once a month.

Besides all those challenges severely intellectual disabled learners are also equipped with gardening skills, self-care and socialisation. Others also receive Technical and Vocational Education and Training (TVET) skills which includes bricklaying, garment making and catering.

Ms Nene's working experience has influenced her to be chosen as the provincial winner and she believes that she can influence students to become teachers, principals and monitors in future. She will always cherish participating in the national NTAs and this always be a motivation for her. Going forward she will organise capacity building activities for parents, teachers, learners and community. She would also like to publish a book about her experience in working with learners with disabilities since her focus is not necessarily in disability but rather to expose and nurture hidden talent.

Finalist

Edna Loxton  
Hillcrest Secondary School  
Western Cape



Edna Loxton, from Hillcrest Secondary School, Western Cape, joined the teaching profession because she wanted to rise above the rural circumstances she grew up in and show the community that one can live one's dream. She also wanted to invest in the learners' lives.

Ms Loxton enjoys working with teachers, learners and the rest of the school community. She takes pride in seeing learners and teachers grow as a result of her leadership.

The school is regarded as a Quintile 4 although it is in an economically-depressed area which is characterised by low parent involvement, poor financial contributions by parents, learning barriers and the long distances that learners have to travel to school.

Ms Loxton, who is a role-model in her community, has managed to overcome the above-mentioned challenges by ensuring that School Governing Bodies were trained to assist the schools and engaging in professional development of teachers. Her personality traits which are value-driven, ambitious, great leadership and communication skills have also assisted her in the work she does.

Finalist

Annemarie Wilson  
Laerskool Andalusia Primary School  
Northern Cape



Mrs Annemarie Wilson of Laerskool Andalusia School in the Northern Cape chose the teaching career because teaching is her passion. She enjoys seeing the learners faces light up when they understand the work. She wants to make a difference because she believes the greatest gifts you can give someone are time, love and attention.

To her, the major challenges are all the administration work and all the marking, especially if you have four classes for EFAL. She confronts these challenges by taking it day by day and working long hours after school, at home and over weekends. She always stays positive and does her best. She tries to be a role model for other teachers by setting a good example.

Ms Wilson maintains a high level of performance in the classroom, on the sport field and in the community. Participation in the NTA is a recognition that she has given all to the teaching profession.

20 Years Of Teaching Excellence

Finalist

Geoffrey Mosiamiemang Sebe  
Gataote Primary School  
North West



Geoffrey Sebe has the chalk dust on the sleeve of his soul. He has been a Mathematics teacher since 1981. He served for the better part of his teaching career in a deep rural area, where strategic planning was in dire need. He has taught at the worst of schools, where learners failed 100% the previous year but yet changed the learner attainment to beyond 90%. The villages at which he taught were severely disadvantaged. There were no school buildings, with learners accommodated in church buildings. A modernised community is now in place through his efforts. He has also touched the lives of the top ranking Alumnae in North West and Northern Cape Provinces, including the former general secretary of

COSATU, Mr Zwelinzima Vavi. "Team work spirit prevails in my school amongst all stake holders." Mr Sebe has been a principal for 34 years. He is a Methodist accredited local preacher, a political figure and a happily married husband for the past 35 years. He is computer literate. He leads his learners to fit into industry, business, sport and moralities of South Africa. He expands the horizon of his charges, instils ownership of the school by the community, and promotes partnership of the school and the business industry. He is a founder member of SADTU in Pampierstad branch alongside heavy weights like Dr S Mvula who is a deputy director in North West Education Department. Bench marking on previous NTA winners helped him to attain the provincial title for 2019. Participating in the national NTAs has been a good privilege for him where he also enjoyed the support, coaching and mentoring offered by the North West team. He envisages becoming an author of books, emerging commercial farmer and established motivational speaker shortly

Kader Asmal Award

First Place Winner

Ian William Galbraith  
Lilyfontein School  
Eastern Province



Dr Ian William Galbraith, a retired teacher of Lilyfontein School in the Eastern Province went into teaching hoping to make learning a valued experience for youngsters. He loves seeing or hearing people grow and develop intellectually, physically, in relationships, emotionally towards becoming self- fulfilled people. He is inspired by creative people with initiative and enjoys providing discussion sessions with learners or teachers. To Dr Galbraith, handling people is always a challenge but transforming thinking is a fascinating task that is strongly related to his passion: brain-based learning and Neuro Science. Being the winner of the Kader Asmal award means recognition for having walked the talk in overcoming many constraints, from financial to social to give learners the opportunity to have enjoyed schooling and achieved at the same time. Funded by a Norwegian company, he, presently, develops a group of retired educators, principals, circuit managers, university lecturers into a service support group for schools. He also provides mentoring support in School Leadership and Management, English FAL, Maths, science and the Foundation phase. Winning an award like this will serve to increase his credibility in the project schools and endorse programmes as they look for funding into the future.

Second Place Winner

Phuti Ragophala  
Pula-Madibogo Primary School  
Limpopo



Nursing's loss was a massive gain for scores of learners who went through Ms Ragophala's hands through the years. She wanted to be a nurse but waited four years for a nursing call to come. During the time of waiting, she started teaching at a private school and found that she enjoyed teaching. She eventually trained as a teacher and never became a nurse as she had originally intended. She later became a school principal, retired and continues teaching through online and social media platforms. Teaching is to MS Ragophala a medium she uses to change the lives of learners, for example, orphans who have become leading community members through her teaching. She cites lack of physical and human resources and shortage of land and space as some of the challenges she dealt with whilst she was a principal. To counteract these challenges, Ms Ragophala formed partnership with University of Limpopo which provided both physical and human resources to solve these challenges that limit learners chances to learn. Ms Ragophala's participation in the Kader Asmal Award is a culmination of a long journey which was characterised by selfless leadership, integrating Batho Principles, UN SDGs, 21st century skills and TPCK in her teaching and leadership, being a global citizen and a teacher without borders.

Third Place Winner

Arlene Holding  
Fields College  
North West



Remaining relevant and keeping abreast of technology development has been one of the strengths of Mrs Arlene Holding. "I believed, and still do, that I could make a profound change in the lives of the children entrusted to my care." Mrs Holding acknowledges the fact that it is no accident that she dedicated her life to education as it has brought her joy and responsibility in equal measure. No day is ever the same and each moment in her life is full of human interaction and connection. She loves working with children. school. As a teacher she has attended weddings, funerals and cherish the connections she made with generations of families. "I deliver education but I build relationships". Dealing with the breakdown of families and how it impacts on children and their ability to learn to their full potential has been a challenge.

"However, I believe that the legacy I leave for the future outweighs any challenge in the present." Through her efforts many changes have been witnessed in the lives of thousands of children in Rustenburg, not only through building of a high school but in the consistent delivery of quality education. "She has left a legacy in terms of her strategic vision and financial management but more importantly she has been a prominent role player in nation building and promoting transformation in the province. Mrs Holding works hard, have a positive attitude, excellent work ethic, embrace life-long learning and shares her experience with others. Participating and becoming a third place winner is a privilege as a Kadar Asmal Ambassador. Her participation is also aimed at motivating others to pursue their dreams of achieving this prestigious award and continue Professor Asmal's legacy. "I envisage myself mentoring other candidates and using my success as a springboard to show my entire school community what can be achieved with vision and hard work". She proudly believes that her achievement will inspire the new generations to push boundaries and expectations about what is possible and reimagine their own ideas of what success looks like.



Finalist

Alta van Heerden  
Sunlands Primary School  
Western Cape



The passion for imparting her knowledge on learners has remained with Mrs van Heerden ever since she started teaching at Sunlands Primary School in 1976 and was responsible for the Physical Education from Grade 4 – 7 and in her own class.

From the onset, she derived great fulfilment from the teaching and learning experience.

As the leader of professional communities of school leaders (SAPA and ICP), it has been the wealth of the interaction with other school leaders, sharing of best practices and the personal, professional growth that occurs in these communities that have been highlights for her.

Mrs van Heerden states that it has been a great honour and privilege to be recognised, especially because of what the award represents and because it is part of Prof Kader Asmal's legacy and is humbled by association with his legacy.

She adds that the award is a tribute to and recognition not only for her, but also the school community and her professional communities.

Next year, the International Confederation of Principals (ICP) will celebrate its 30th Anniversary and a great programme of professional learning will take shape, including an International Aspiring School Leaders Convention in Cape Town. A layman's international comparative study on equity will also be done via members of the ICP and under her leadership ICP will continue to advocate for the position of the principal, principal health and well-being, ethical leadership and equity.

Finalist

Barber Mbangwa Mafuwane  
Mvuyazi Primary School  
Mpumalanga



Dr Mafuwane was first inspired by the crop of teachers who taught him from day one of going to school. The change that they made in his life such as, teaching to write, count and speaking English stirred a passion in him that finally led him taking teaching as a career. "I like exploring new knowledge and sharing it with others.

To him teaching is not only about imparting new knowledge to learners but it is also about the intimacy of listening to the learners and sometimes putting himself in their positions. When he became a principal he learnt that he needs to provide leadership to teachers, learners and members of the school community.

"It is a challenge to realise that the community has its particular expectations from the school, over and above ensuring the success of their children". Ensuring that teaching and learning occurs in the school requires resources such as furniture, water and sanitation. Sometimes the department is unable to provide all the resources and this becomes a challenge. Lamenting about these challenges does not make them disappear, as a result he becomes a proactive leader. Teacher absenteeism and poor parental and community support are also challenges that he experiences in his work. "I confront teacher absenteeism head on, using all the available policies and parental support through continuous meetings.

Reading about Kader Asmal and what he did as a teacher, a scholar, a politician and a human rights activist helped him to sharpen his presentation. He stood out also because he was also able to present his story in a manner that reflected the values and philosophy of Kader Asmal towards humanity.

"To me, participating in the national NTA is a confirmation of the value that the department has attached to its workforce and will therefore encourage me to do more. My future plans are to encourage and mentor others, my colleagues in my work station in particular, to showcase the good work that they do by participating in the NTA.

Finalist

Mahlatsi Jeremiah Mokoena  
Thabo Mofutsanyana Education District  
Free State



Mahlatsi Jeremiah Mokoena, from Thabo Mofutsanyana Education District, Free State identified his teaching passion while he was teaching Grade 12 learners as an unqualified teacher. He enjoys developing others and observing the emotional maturity of people. He realised that he derived satisfaction from supporting and developing others.

In his work life, Mr Mokoena, found underperformance by schools, conflict among teachers, school management teams and School Governing Bodies to be pressing challenges.

In future, he plans to participate in structures that support and develop schools, to support his district and province and volunteer his services even when he is on retirement.

Finalist

Wallace Heinrich Willemse  
Soverby Primary School  
Northern Cape



Mr. Wallace Heinrich Willemse from Soverby Primary School in the Northern Cape chose the teaching profession because he enjoys making a difference in the lives of learners and parents. He believes that education is the only vehicle that can improve the socio-economic climate of a rural community.

Mr Willemse enjoys contributing in broadening the learner's horizons with extra-mural activities, excursions, tours and improving the quality of learning and teaching by digitally changing their perceptions of the future.

Mr Willemse states that the school has poor facilities, inadequate resources; the buildings and sanitation facilities need restoration and they have no sport facilities. He has managed to get business partners that help with infrastructural repairs. He adds that he has started a food garden

He has also started a food garden to support the school's feeding scheme and give vegetables to impoverished households. One of his achievements has been creating space for parental Involvement where parents take ownership of the school. He plans to convert the school to a Combined School (Gr.R-12) to ensure learners can get quality education in their own community. In the pipeline, is to enlarge the food garden to become a sustainable food garden that provides crops to the local old age home, Community ECD and entrepreneurs.

Finalist

Ms Hilda Kekana  
Tshwane South District  
Gauteng.



She wants to see people's lives changing, transforming and becoming better than before they met her.

This is the reason Hilda Kekana, from Tshwane South District chose teaching career because she loves working with people, especially children.

She enjoys coaching, mentoring, leading and motivating staff and learners.

Her major challenges is the disruption of teaching and learning through strikes. She holds bi-laterals with the affected parties and the SGB's and she engages the school management to have catch up programs.

Ms Kekana was nominated as the provincial winner for the award as a result of her hard working attitude and due to the sustainable excellent Performance in Gauteng Province and Nationally for a number of years.

She says by participating in the national NTAs will give her a platform to able to assist other districts and it will also build recognition and an excellent legacy in education.

**Finalist**

Sibusiso Samuel Khomo  
Sibusisiwe Comprehensive Technical High School  
KwaZulu-Natal.



Mr Khomo decided to become a teacher because he grew up in the deep rural Sipofu area where he walked 12 km every day to reach school. This created the necessary resilience to withstand and persevere the harsh realities of attending school and looking after cattle. After matric, he only had one wish which was to be a teacher and go back to the rural environment and help children break the entrapment that he experienced as a young boy. He maintains that after 29 years of being a teacher and 15 years as a school principal, nothing satisfies him more than continuously setting up and implementing strategies of turning a rural school into an academic giant.

"When our school started performing at 90 % we believed that academic excellence knows no geographical limitations." For eight consecutive years, they have maintained 90 % of quality results despite the

very large number of learners in the school. "It is heartwarming when some of the learners achieve eight distinctions, especially in the sciences stream." This exposure moved to greater heights in 2019 as two of their learners received full scholarships from the New York University in the US.

"Being in a rural school, the major challenge is that we are slowly becoming the victims of our own successes as the school is no longer able to cope with the public demand for space." When he started as principal the school had 600 learners and that number has grown to 1800.

He addresses these challenges through continuous engagement with all the educators. It is his task to continuously remind and package the stakeholders' addresses with the strategic vision of the school: This has created an environment wherein every staff member puts a shoulder behind the wheel of excellence. It is this positive vibe and mutual partnership among stakeholders that has ensured the continued performance at 90 % of quality passes for 8 years.

"I will always esteem participating in the NTAs and all the support I received from all stakeholders. This is an affirmation that leadership and academic excellence in a school is a matter of vision than resources."

## Excellence in Teaching Mathematics (GET)

**First Place Winner**

Constance Kgomotso Pilane  
Mafenya Primary School  
North West



Being with children is like being endowed with perpetual youth, the love, laughter, mischief, creativity and imagination of children, are like eternal fountain of joy and vitality. She discovered the love of children and love of learning draws her to teaching. She chose this profession because of the passionate conviction that in it lies her special destiny. Ms Pilane has served this noble profession for 24 years.

She is a dedicated, resourceful and goal driven professional educator with a solid commitment to the social and academic growth and development of every child. She instils knowledge, skills and values to her learners by using different learning and teaching styles, like games, creative thinking, group work, problem solving, manipulatives, critical thinking, conceptual understanding, strategic competency, reasoning and technology.

She enjoys making a difference in the lives of as many learners as she can, by shaping the destiny of a nation in her classroom and building personality of her learners in order to equip them to face challenges of a competitive world in throes of transition and change.

"My major challenge in my school is balancing the different learning needs of learners, behaviour problems and disengaged parents. Knowing my learners, unlocks a number of benefits including the ability to create an environment which is conducive to learning."

She promotes the culture of teaching and learning amongst both learners and educators by involving them in co-ordination of Mathematics activities. "My vision is to see excellence in Mathematics and for the South African children to pursue a career in Mathematics."

Winning the national NTA is an honour to me. "I am a candle that consumes itself to light a way to learners, teachers and the community."

**Second Place Winner**

Nombuso Precious Thobela  
Likheweti Primary School  
Mpumalanga



Ms Thobela's unconditional love for Mathematics was inspired by the way her Grade 12 teacher taught her Mathematics, and this made impact in her life. "Her passion for Maths and seeing me succeeding in life inspired me a lot. She planted a seed of Mathematics in me that is why I specialised with Mathematics and Computer Application Technology in my junior degree."

While teaching she explores mathematics inside and outside the classroom with her learners believing that they will improve and find the lesson exciting. According to Ms Thobela learners face challenges when they progress to the next grade.

"I believe that self-discipline as an educator, leading by example, consistency and keeping your learners busy and preparing interesting lessons are key drivers to discipline."

As a life-long learner that is involved in various learning professional communities and networks she always looks for interesting teaching strategies and approach that will help her learners to understand in the 4th grade level.

Her teaching strategies include the use of ICT to enhance learning of mathematics. Her dedication has impacted in improving the teaching profession in the entire country as she contributes by assisting educators not only in her province but in different provinces.

"Winning at national level for me is a cherry on top, not that I don't believe in myself, but NTA is a journey for development."

Her future plans are to make more impact to the learners and ensuring that learners do Mathematics and take Maths career path through integrating ICT in his teaching as the country is to do lessons compatible to the Fourth Industrial Revolution (4IR).

**Third Place Winner**

Gertrude Joalane Phirimana  
Zamukuhle Junior Secondary School  
Eastern Cape



Ms Phirimane has always loved being a teacher to an extent that she used to imitate her teachers by sharing good learning experiences with other learners in the playgrounds. She enjoys seeing learners display independent thinking skills especially when they think out of the box when investigating mathematical rules and formulae through her guidance.

Her major challenge has been overcrowded classes and this makes it difficult to give all the learners individual attention. She tries to keep all learners engaged at all times by giving them different tasks and problems to solve as individuals and as groups. She also does extra classes to add more teaching time for Mathematics.

Ms Ndlovu is a results-driven individual in everything she does. She strives for best learner performance and uses all available resources for networking provincially, nationally and internationally with other Maths teachers through available programmes. She intends to further her studies for the betterment and widening of her Maths knowledge.



F  
inalist

Faldila Gassiep  
Fairview Primary School  
Western Cape



Faldila Gassiep, from Fairview Primary School, Western Cape chose teaching as her career of choice because she is a people's person and loves being of service to family and friends. She loves study groups and enjoys working with children. She was also inspired by her mother who was a teacher and that made her to choose teaching as a career of choice.

What makes her feel her work is worthwhile is when learners understand and are able to communicate their understanding. She also enjoys building meaningful relationships with learners, colleagues, parents and the community.

The major challenge that confronts her is the amount of administration teachers have to do and having to meet the deadlines despite needing to have valuable teaching moments. This has not dampened her enthusiasm and she has managed to ensure that the deadlines are met.

She attributes her success to her dedication and commitment to education, learners, the school and the community.

Her participation in the NTA is a culmination of all she has done ever since she decided to be a teacher. It illustrates that her choice is worthwhile in that it has made a difference in the lives of people and she intends to continue to excel, especially in teaching Mathematics.

F  
inalist

Gomolemo Beauty Setae  
Mamoratwa Middle School  
Northern Cape



Gomolemo Beauty Setae from Mamoratwa Middle School in the Northern Cape likes to share knowledge and skills with learners and making change in peoples' lives through teaching and equipping them with necessary skills and techniques to solve problems.

Ms Setae enjoys being in front of learners, sharing ideas, showing them different approaches and methods of solving mathematical problems. In the process, she ensures that the content knowledge is learnt well through the use of available different learning and teaching media. This makes her very proud to see learners doing well in what she has taught them because it shows her strengths and potential.

Lack of resources (network, ICT teaching aids) and overcrowded classrooms are the major challenges that face her but she has learnt to improvise and network with other

Ms Setae is involved in educational programmes organised by the district, province as well as national to learn new skills and approaches of teaching mathematics. She plans to open a Maths centre in the township to assist learners with Mathematics during weekends and holidays.

Ms Kleynhans is a creative, dedicated and passionate teacher. She plans to establish an after care centre and register for a Master's degree in Education Management.

F  
inalist

Nthabeleng Mmutlanyana  
St Lawrence Primary School  
Free State



Nthabeleng Mmutlanyana, from St Lawrence Primary School in the Free State plans to open a Mathematics centre for all grades and all learners. She chose teaching because she was born in a rural area where education was not fashionable. She saw teaching as a career that would help her to give back to the community.

She enjoys the appreciation the learners show for the effort she puts in her lessons and the way they make her feel in class.

Space, is a major challenge, as there are no grounds around the school. She uses the limited space to create an environment that learners can use to play and learn.

She wants to make education fashionable and change the situation of the community.

F  
inalist

Marianie Kleynhans  
Steelpoort Academy  
Limpopo



Marianie Kleynhans from Steelpoort Academy in Limpopo got a bursary to study teaching and she has never regretted her decision.

She enjoys teaching the subject in a practical way. She also loves the attention and love she obtains from the teachers.

Many challenges confront Ms Kleynhans; they include the fact that they work in a rural area, far away from resources but she makes use of the Internet. Second, most of the parents are not involved in the education of their children and this is compounded by the reality of absent parents. Some of the challenges include the mental block that learners have towards Mathematics and the language barriers.

F  
inalist

Rachel Dhlomo  
Nellmapius Primary School  
Gauteng



Rachel Dhlomo, says that there is a demand for great teachers in this country and believes that teachers are nation builders and going forward she will continue building the nation and inspiring a lot of people including her fellow colleagues, learners and the community.

She enjoys interacting with students at all stages of development and from all walks of life. Helping learners along this path and playing a part in shaping them is her passion. She prefers helping learners who are struggling with low self-esteem, poverty and she encourages them to realise their full potential.

As a way of assisting learners who struggle with mathematics, she organises extra classes mostly after school and start with the basics until they understand.

"I do more than teaching, and my impact extends far beyond the classroom." In 2018 she applied for a scholarship for one of her learners to Oprah Winfrey School for girls. That learner became the top learner in Grade 8 mathematics.

Ms Dlomo is fulfilled by the fact that she has participated in the national NTAs and will also afford her the platform to contribute more to the education system and to change the way learners perceive mathematics. She will use the NTA to motivate more teachers to excel in their line of expertise. "I plan to study and ensure that I become a member of the DBE team."

## Finalist

Sithembile Nhlapo  
DNC Combined Primary  
KwaZulu-Natal.



She discovered that she has to take a path in education while she was still young and she enjoys nourishing, grooming and uplifting young minds. She strongly believe that teaching is love and selflessness because educators have to give their all to see those lives grow up and become what they intend to be. Teachers awakens the learners' unique intellectual curiosity.

"Teaching is rewriting what families and the society have written off."

She also chose teaching because she wanted to work collaboratively with learners, parents, communities and the whole country to bring up a child into becoming world citizens.

"I enjoy putting a smile in my learners face and see them happy and feeling appreciated." She also gives them a wholesome of mental food and endeavour to cultivate their taste. She also touches on learners' social aspects as a way to show that they come first. She focuses on rearranging their world into reality and fun even by just making small gestures.

Like in any normal environment, Ms Nhlapo faces challenges which are extrinsic and intrinsic and that by being the decisive element in the classroom and by creating a classroom atmosphere that is conducive to all learners. "I am addressing real life issues and I look so much into differentiation and creativity".

"Through participating in the national NTA, I feel esteemed and I have learnt a lot through the process. Lastly I want to go and study the education system of Finland and Japan since they have the highest ranked education."

## Excellence in Special Needs Teaching

### First Place Winner

Catarina Engelbrecht  
Platorand Special School  
Mpumalanga



Ms Catarina Engelbrecht believes she was born to be a teacher. "My dolls and teddy bears were my first learners." After matric she was confused as to what career to pursue because she had many choices and interests. With her family relocating to another country, she ended being a teacher late in her life. This also came after being a casual teacher in activities such as ballet, piano and art lessons. "To me teaching is a passion and I love every minute of it."

Working at a special school, is the most enjoyable and rewarding aspect because learners who were labelled as unable to learn or labelled with learning disabilities, comes into her class and after that they become more confident and be able to demonstrate knowledge. She is able to do this because she believes that each learner is special and has a talent that needs to be developed. One of the challenges that she faces is lack of resources. In response she involves the community and request them to donate items. She has initiated a recycling project at school and she collaborates with companies to assist in various ways. Another challenge is the curriculum which has to be compatible to the learners with special needs.

"Therefore, I differentiate the curriculum to suit individual needs and I adapt my lessons plans, methodology and assessments so that each learner has equal opportunity to success."

She became a provincial winner because of her extensive knowledge of her subjects, extensive knowledge of learning barriers and creative ways of dealing with them. She also has the ability to get along with her learners and colleagues, and firmly believes in fairness and equality. "Winning this category at national level will give me a voice and a platform to drive my ideas to improve and adapt the curriculum."

She believes that it will also give her the opportunity to develop and publish her teaching guide for special needs teachers. Winning will probably push her to become even more of an all-rounder and she hopes to grow more confidence and apply for higher posts.

### Second Place Winner

Khomotso Athalia Madike  
Tlamelang Special School  
North West

Ms Madike put her dream of becoming an Information Technology Business Analyst (ITBA) Specialist on hold when her daughter failed crèche due learning disabilities. She wanted to learn different teaching methods as a way of helping her daughter and other learners with disabilities. "All parents expect their children to do better than them." In that same year she registered for Masters in Computer Science but she was affected and devastated by her daughter's performance and could not complete. She enjoys seeing parents/guardians of learners with disabilities being emotionally healed and start giving their children maximum support which leads to learners gaining more confidence and produce better results because inclusive education starts at home.

"The school admits learners whose primary disability is physical and we are offering mainstream curriculum. If a learner has multiple disabilities including cognitive impairment but the primary disability is physical then the learner is admitted to our school; such learners struggle with the commercial stream. We have applied for curriculum extension but it is not yet approved."

"I creatively engage learners with the curriculum to enhance their learning experience by addressing their diverse needs."

She became a provincial winner of this category due to her love for children and desire to use different teaching methods which makes her go an extra mile by accommodating learners with different learning barriers. "I belong to the dedicated, smart-working and winning team of Educators."

"Participating in the national NTA category has proven that I am a national asset and I will strive to become an international asset by winning the Global Teacher Prize award."

"My plan is to do research in Inclusive Education, obtain Masters and PhD in Education and serve children with disabilities in a better way. I intend to run a campaign about emotional healing of parents of children with disabilities."

### Third Place Winner

Parween Manjoo  
Inkanyiso Special School  
KwaZulu-Natal



Ms Manjoo's interest and passion have always lied in Psychology. Having a BA degree in Psychology and Sociology as her majors, she decided to make it work for her and pursued a Post Graduate Certificate in Education.

"I believe teaching chose me." Her dreams were realised when she obtained a post at Inkanyiso Special Needs School, thus enabling her studies to efficiently serve her passions and interests.

Practical engagement of learners with combined and diverse disabilities allows for intervention and continued support with available resources. Experiencing appreciation from her learners is most rewarding benefit.

Having been appointed as the new Departmental Head of the Foundation Phase, has been a little overwhelming. However persevering and

seeking support from the relevant people and the professional bodies has been very informative and my experience is growing significantly.

"I am also eager to attend workshops, read and research to enhance my knowledge for effective delivery to any barriers that may arise."

Ms Manjoo put emphasis on the fact that her passion on special needs learners brings out a deeper level of care and concern in her and that has worked as a best strategy for her excellence. The need to assist the learners to be independent and learn is even greater. Being an artistic individual who loves art and has creative skills, she uses learning through playing, integrated with academics to develop learners holistically. Sharing her knowledge with fellow schools in the form of hosting Outreach Programmes and being a District Facilitator for curriculum workshops has enabled her to become the provincial winner.

Participating in the national NTA category is a confirmation that hard work pays off and if one believes in herself and step out of her comfort zone.

Her plans for the future is to continue to strive and try for new dreams, new goals and expand her knowledge in the field of education. "My love for the sky further verifies-Aim high and reach for the stars".



20 Years Of Teaching Excellence

Finalist

Hazel Human  
Olympia School of Skills  
Western Cape



Hazel Human, from Olympia School of Skills, Western Cape was inspired by her Grade 4 teacher who did not only teach academics but also showed empathy and taught them values. She is motivated by seeing struggling learners mastering a particular skills and she cries and laughs with learners and that makes her human. Most of the learners in her class come from poverty-stricken backgrounds. She consciously adapts her teaching methods to accommodate learners living in poverty. She also models a positive attitude and is always optimistic. Ms Human said her dedication to learners with special needs makes her stand out. This makes her work twice as hard to better their lives at school. She intends to open a non-governmental organisation (NGO) to equip learners with special needs with life skills.

Finalist

Hester W.C. Scholtz  
Elizabeth Conradie School  
Northern Cape



Hester Scholtz from Elizabeth Conradie School in the Northern Cape followed on the footsteps of her mother who was passionate about teaching. Her passion rubbed onto her and she tries to leave the learners hungry for knowledge. "She instilled values and morals with her everyday interactions in class. Her passion ignited mine!" She is motivated by seeing the 'AHA' moment which occurs on learners when they understand the work. As an LSEN teacher, she needs assistants in class, the resources and technology to teach effectively. She overcomes these challenges by being creative and using her personal devices in class and create/search for resources to use. To Ms Scholtz, participation in the NTA "is a tremendous honour, recognition of all the hard work, commitment, and the passion I have for teaching." She plans to make a bigger difference, to break the stigma regarding LSEN schools and their learners, register for a Master's degree in Education, focusing on classroom management in LSEN schools.

Finalist

Nthabiseng Elizabeth Nthebe  
Bartimea School for Deaf & Blind  
Free State



Nthabiseng Elizabeth Nthebe from Bartimea School for Deaf & Blind in the Free State is motivated by seeing a deaf and blind child taking their respective positions independently in the labour market and putting a smile on the face of the learners and giving them hope and opportunity to be who they are. Some of the challenges that face her include dealing with learners that are not academically strong, multi grade classes with different barriers in one class, and not being able to get accredited certificates for the learners. Ms Nthebe is a passionate, creative and dedicated teacher who likes to collaborate with other institutions that are already accredited with the SETA such as Theta so that the learners can receive the accredited certificate that will enable them to find job or open their own businesses. To Ms Nthebe, participation in the NTA is an exposure and affirmation of the respect, work, time and dedication that she has devoted to her work. In future, she promises to continue her meaningful contribution to her community.

Finalist

Toinette Edwards  
The Gateway School  
Gauteng.



Ms Edwards grew up in a family of teachers, often in such cases their children become teachers and sometimes regret their choices. "Not me", she indicated. Especially when it comes to Special Needs teaching which has taught her to be able to celebrate the little things in life and the smallest progress is huge in these children's lives. She has the capability to teach which includes serving the future leaders, engineers, entrepreneurs, doctors, nurses, pilots and others. As a way of being creative in her teaching, she comes up with new ideas to inspire the learners, her colleagues and mentors. Her major challenges with Special Needs children is the innovation of the new devices or enhanced programs to use which is not always readily available due to funding. She also finds ways to work around this by focusing on strengths that the learners have and working on weaknesses with the help of a multi-disciplinary team. She makes sure that she conducts research on various ways of building self-esteem of the learners as it is important to ensure that all of them fight their learning barriers and become well educated citizens. Ms Edwards stood out and became a provincial winner as a result of her passion for children with specific learning barriers. She is adaptable to change and therefore she will always find a way to find even that smallest spark of learning ability in any child. She believes that every child has the capacity to learn and that makes her to openly face any barrier or disability that comes her way. Participating in the national NTAs has been an amazing journey and she has grown a lot. "It was a time for reflecting on my 12 year career as an educator." She would love to encourage and mentor new teachers in the future and has recently become a birthing doula which she will practice in her spare time.

Finalist

Ntombozuko Cakwebe  
Mzamomhle Special School  
Eastern Cape



Ms Cakwebe loves working with learners and celebrates every little achievement. Seeing these learners making the best of their lives gives her hope each day. Presently the attitude of the community and the parents and their behaviour towards these intellectually challenged learners are some of the major challenges that confront her. She adds that parents tend to abuse these children, use them for their own benefit, destroy their sense of worth, and extinguish their hope and even the little potential these learners have. Participation in the national NTA means a great deal to Ms Cakwebe. She believes her winning will attract investment that will improve the resources and capacity of the school in equipping learners towards a better future. She intends to continue with her studies so that she can it will facilitate better integration of these learners into the community.

Finalist

Sewela Theresia Masipa  
Botlokwa Special School  
Limpopo



Sewela Theresia Masipa from Botlokwa Special School in Limpopo chose the teaching profession because she realised that she has a gift of public speaking. She was also concerned about learners who dropped out of school and wanted to help them. She is motivated by seeing learners with special needs learning in different ways despite the myth that they cannot be educated. She cites shortage of physical and human resources as a major challenge in their school. To alleviate the challenge, she sources donations and does volunteer work that brings money to the school. To Ms Masipa, participation in the national NTA is a stepping stone to international stardom and exposure. She intends to put South African education on the international stage.

*The Matthew Goniwe School of Leadership and Governance (MGSLG) was established in 2002 and officially launched in August 2003. It was established to research, develop and deliver cutting edge capacity building programmes in, School Management & Leadership, School Governance and Teacher Development for schools in the Gauteng Province. Described as a leader and a teacher loved by learners, parents and his community, Matthew Goniwe epitomised the noble ideals, civic values and strength of character which broadly characterize the qualities sought in determining South Africa’s stand out teaching professionals. The school is a reflection of his values, his passion for education and principles.*



Matthew Goniwe  
SCHOOL OF LEADERSHIP & GOVERNANCE

Teacher Development

The Teacher Development Branch has the mandate for capacity building of teachers from pre-grade R to the FET levels. This includes district and head office staff linked to curriculum delivery. It also oversees implementation of the provincial. Maths, Science and Technology (MST) Strategy delivered through the Sci-Bono Discovery Centre. Our focus areas are:-

ICT IN EDUCATION

This area aims to capacitate the training of teachers to integrate technology in the classroom by delivering their lessons with available ICTs to enhance their teaching. We have an online Professional Development programme aimed at advancing teacher capacity in integrating these modern technologies into teaching and learning.

INCLUSIVE EDUCATION

This five day training programme supports inclusion specialists in different identified areas of inclusive education. We conduct orientation workshops for teachers in Special Schools on the implementation of the Screening, Identification, Assessment and Support.

PSYCHOSOCIAL TRAINING AND SUPPORT

MGSLG has adopted a three-tier model to support schools in psychosocial issues which includes:  
A System of Prevention  
A System of Early Detection and  
A System of Care.

SECONDARY SCHOOL IMPROVEMENT PROGRAMME (SSIP)

The Secondary School Improvement Programme (SSIP) for educators is intended to equip educators in Gauteng Schools who obtained less

than 80% pass rate in the identified twelve gateway subjects in the National Senior Certificate (NSC) results.

EARLY CHILDHOOD DEVELOPMENT (ECD)

MGSLG offers ECD training programmes at different levels for laying the foundation required to ensure that children are well prepared for formal schooling. The ECD programmes ensures that children have skills and knowledge they need to cope with Grade 1 learning and the rest of their schooling demands. Practitioners participating in the capacity building programmes receive an award upon successful completion.

CIPELT AND CISELT PROGRAMME

This programme focuses on teaching methods for English language teachers. As a national programme MGSLG has the responsibility to train primary and secondary school teachers over five days of intensive, practice-based learning. Language teaching remains one of the critical yet weakest areas in the system of education since English is used as medium of instruction by most schools.

ACCRDITATED PROGRAMMES FOR TEACHERS

To ensure that teachers improve their skills and knowledge MGSLG offers accredited programmes in partnership with several Higher Education Institutions such as University of Johannesburg, University of Pretoria, UNISA and Wits University. Such programmes are offered at different levels for teachers in subjects such as Geography, Economic and Management Sciences (EMS), Music, Life Skills and Engineering and Graphic Design (EGD). All these programmes lead towards accreditation from NQF Levels 5 – 7.

ASSESSMENT

This programme was rolled out to capacitate district officials responsible for assessment in the province. Assessment remains one of the biggest challenges for teachers based on the Diagnostic Reports where school based assessments in some schools were disqualified by Umalusi thus disadvantaging Grade 12 learners in some subjects. Therefore while a stand-alone subject-based programme was designed for all phases, assessment continues to be incorporated across all teacher development programmes as an essential skill to be learned by teachers and officials.

Tel: 011 830 2200/1  
www.mgslg.co.za  
Twitter @mgslg1  
Facebook: Matthew Goniwe School of Leadership and Governance



# We are a leader in teacher development and school leadership programmes, says Matthew Goniwe CEO

MGSLG chief executive Advocate Thulani Makhubela spoke to Inside Education Senior Writer Charles Molele about the importance of maths and science, teacher development and ICT in education.

**Matthew Goniwe had a passion for Maths and Science and many students who passed through his hands went on to make it in life. What can the current crop of teachers and learners learn from Matthew Goniwe's legacy as it relates to maths and science education, and the positive values of quality education to build a skilled workforce?**

With the advent of the 4IR, Maths and Science are more critical today than they were in the times of Matthew. Our country is short of skilled people that can contribute positively to our economy. The passion that Matthew is said to have had for maths and science is more needed now in both educators and learners.

**Matthew Goniwe was an African who stood for what was right and taught the Apartheid regime a lesson that mathematics and science were gateway subjects that can be taught and learned by anyone. As we celebrate his life and legacy, how can we best remember the great icon and what he stood for?**

I think, he understood the value of humanity, dignity and respect. He advocated education for economic and social opportunities for the community. He was described by many as a "born teacher" and a person who loved people and ideas. He instilled discipline into the schools, gaining respect of the children, parents and teachers.

**The MGSLG is at the centre of preserving Goniwe's legacy and heritage for all South Africans. What are some of the key projects that you are currently working on at the School of Governance to celebrate his life, politics, passion for education, positive values and ethical leadership?**

We are celebrating his life and legacy through constant

innovation and drive to being a leader in teacher development and school leadership programmes. Some of the key programs that we are world renowned for are in ICT in education where we skill teachers on how not just to use ICT gadgets but to integrate ICT into all learning programmes.

We have taken a lead in driving Early Childhood Development programmes and to professionalise the practitioners in this field. These are done through Higher Education Institution partnerships and driving the creation of early childhood teacher curriculum. Education is also community driven and we are pioneers in many School Governing Body Training and capacity

development of School leadership.

**The education system in South Africa is experiencing a number of challenges at the moment, including – to name just a few, curriculum issues, violence and drugs at schools, racism, infrastructure backlogs, quality of our teachers, etc. What needs to be done to ensure we realise some of his core ideals?**

The MEC [Panyaza Lesufi] always emphasises the issue of Social Cohesion and Schools safety programmes. Together with the Gauteng Department of Education we are giving priority and prominence to Psychosocial programmes. Our programmes focus on HIV/AIDS, Mental Health, Teenage Pregnancy and Substance abuse issue. We are currently conducting a pilot project at 12 schools wherein we have placed Child and Youth care workers who provide support in these issues.

**Can you reflect on the difficult road he travelled as a teacher, community and political leader, responding to, among others, the current political climate, violence against women and children and, lastly, youth development?**

It is common knowledge that Matthew was harassed, detained and often transferred away from his home, family and community in an effort to destabilize the work of his movement and the strength of the community. He was fired from his teaching job for refusing a transfer. He was labelled a troublemaker and agitator that needed to be closely monitored and controlled.

He mobilised the Community of Cradock and the surrounding areas on a scale never seen before, making him dangerous and a threat to the then government.

He was a disciplinarian and instilled it to the youth of his community. It was reported that he once took matters in his hands by stopping a group of youths from stoning a police patrol car. Matthew was a visionary leader as seen from his handwritten notes.

**MGSLG chief executive Advocate  
Thulani Makhubela**





# Embracing Goniwe's values for a better future

PANYAZA  
LESUFI



South Africa has made remarkable progress in the transition from apartheid to democracy, however there is a need to accelerate progress in this regard. In nearly every facet of life, advances are being made in building an inclusive society, rolling back the shadow of history and broadening opportunities for all.

We envisage a South Africa where everyone embraces their full potential, a country where opportunity is not by birth but by ability, education and hard work. Realising such a society will require transformation of the economy and focussed efforts to build the country's capabilities in particular the institutions of education and innovation.

The young people in particular, deserve better educational and economic opportunities wherein, the utilisation of the Information Communication Technology (ICT) as a catalyst, is endeavoured at improving learning and teaching, enhancing classroom effectiveness, stimulating communication and learner engagement in order to set them on a journey of achievement and excellence in every aspects of their lives.

Over the coming years, we are going to start seeing drastic changes in the way education reacts to the changes in technology that we see ourselves using on a daily basis. Technology that has the potential to redefine the way we do things, how we do things and why we do things.

In a world that is constantly evolving with new technology, systems, processes and tools, Education has remained reasonably stagnant. While I disagree with the views about robots taking over our classes in the coming years, I do agree that there will be significant changes.

When it comes to technology and education there are seismic shifts taking place on both ends. The needs and expectations of today's learner have changed dramatically—they need personalization and the skills to thrive in the workforce of the future. At the same time, the cost of education is getting higher, but learners are learning through new



models that are increasingly more accessible. These changes demand the right tools and technology to ensure success for learners in their academic journey, as well as for educators and principals. We see major shifts happening in the changing landscape of education.

A World Economic Forum report suggests that 65% of people entering university this year will ultimately be working in jobs that don't currently exist. It's hard to imagine what tomorrow's jobs will need, but what we do know is that different skills, ways of thinking and analysing will be required.

We need to rethink how we are preparing the future workforce. Thinking of youth as lifelong learners, not just test takers, and equipping them with future work skills. The future employee will need to be well rounded with not only trade or degree-relevant skills, but with both hard and soft skills that will allow them to shift careers to keep up with the evolving economy.

Teaching learners how to learn, relearn and unlearn will set them up with the skills to thrive in the workforce of the future.

In addition to the much-quoted 21<sup>st</sup> century skills list of collaboration, critical thinking, communication and creativity, lies a platform of further skills development for teachers that we have yet to uncover. More importantly, teachers must be developed with the values Matthew Goniwe lived and died by, in the service of his people. Like Matthew Goniwe, teachers, above all else, must want and love to teach, and also share his dedication that went far beyond the classroom -anything that concerned his pupils was also his concern. He also introduced discipline into the schools, gaining the respect of the children, parents and teachers alike, at a time when education disruptions were rife.

The basic education sector in South Africa has indicated its readiness to prepare learners to

operate in the "fourth industrial revolution" (4IR), and therefore it would be preparing the youth for jobs that exist and jobs that are yet to exist - jobs of the future. Some of the current jobs would become obsolete.

Research was able to project the competencies and jobs that people needed to have by 2019, but when projected to 2030 the list of skills which would be required for competency changed a bit. The good thing was that those skills were imbedded in South Africa's curriculum. The challenge would be the ability of teachers to teach and assess, based on those skills.

Remember, we are speaking in a relatively local context here, South African education.

Teachers will require specialised training to be able to engage and understand the role of technology in the classroom and learning in general. Teachers will need to embrace the fusion of technology into their subjects but along with that they must understand what the role of technology will be and how to facilitate that within their learning ecosystem.

It is an exciting, yet scary time for us all, but a time that needs to be embraced by the Education community with open arms. That brings forward the question, What kind of teachers will continue to flourish in the Fourth Industrial Revolution?

We need to prepare teachers with the spirit of Matthew Goniwe, who was a teacher and community activist at heart who believed that education has a central role to play in the struggle against an illegitimate apartheid regime. Brutally "eliminated" from society by the security forces in June 1985 as part of a group of activists that came to be known as the "Cradock Four", Goniwe as a teacher epitomized dedication to a cause, determination and leadership in everyday community struggles.

Teachers will need to understand the ethics of using technology and how to balance the use of technology with humanity.

They will need to be able to establish where the line is regarding facilitating and controlling, technology may begin to blur that line and so teachers will need proper equipping in technology to handle that.

From Matthew Goniwe's quality of depth and his dedication to the liberation struggle together with his deeply embedded humanism enabled him to mobilise our people against the apartheid regime.

The life, character and contributions of Matthew Goniwe to our struggle will remain relevant to future generations because the values he personified are universal values that underlie all great struggles for freedom.

From his life, I learnt some important traits I believe teachers would need to continue to espouse and flourish in the Fourth Industrial Revolution:

- Embed change with positivity – as technology evolves and enters the education arena educators must be positive, willing to learn and adapt, and be willing to share your successes and failures.
- Collaborate with others –As we get more connected, the willingness to collaborate and learn with and from others is a critical skill in today's world and in the future.
- Be Creative and take risks –We need to model creativity and think about how creativity can be integrated into your daily routine and take risks in doing so.
- Develop children holistically – Get to know your students, their families and how they learn! With the rise in teaching and learning styles it is more important than ever to teach the whole child, taking into account the variances that exist.

Let the life of Matthew Goniwe motivate teachers and all of use the spirit with which we can tackle poverty, unemployment and inequality.

The life and legacy of Matthew Goniwe should empower us to position ourselves to serve our people with loyalty, discipline, and selflessness. Matthew Goniwe worked tirelessly throughout his life so that we can enjoy the non-racial, prosperous and democratic South Africa.

• Lesufi is Gauteng Education MEC



# National Teaching Awards top provincial finalists

These are the pictures of all Gauteng top finalists who obtained Position 1s in the ten NTA categories, as well as the Kader Asmal Excellence Award.



**1. Category:** Excellence in Primary School Teaching  
**Names of Provincial Finalist:** Charmain Kruger  
**Name of District:** Tshwane North  
**Cluster:** 4  
**School Name:** Laerskool Magalieskruin



**2. Category:** Excellence in Secondary School Teaching  
**Names of Provincial Finalist:** Salome Kelly Mofokeng  
**Name of District:** Sedibeng West  
**Cluster:** 6  
**School Name:** Lebohang Secondary



**3. Category:** Excellence in Primary School Leadership  
**Names of Provincial Finalist:** Noni Julia Hlahle  
**Name of District:** Ekurhuleni North  
**Cluster:** 7  
**School Name:** Moriting Primary



**4. Category:** Excellence in Secondary School Leadership  
**Names of Provincial Finalist:** Rahemeen Mohamed  
**Name of District:** Ekurhuleni North  
**Cluster:** 7  
**School Name:** Willowmoore High



**5. Category:** Excellence in Grade R Teaching  
**Names of Provincial Finalist:** Khanyiswa Faku  
**Name of District:** Ekurhuleni South  
**Cluster:** 7  
**School Name:** Rondebult Primary



**6. Category:** Excellence in Special Needs Teaching  
**Names of Provincial Finalist:** Toinette Edwards  
**Name of District:** Johannesburg West  
**Cluster:** 3  
**School Name:** The Gateway School



**7. Category:** Excellence in Teaching Mathematics Teaching (GET)  
**Names of Provincial Finalist:** Rachel Dhlomo  
**Name of District:** Tshwane South  
**Cluster:** 1  
**School Name:** Nellmapius Primary



**8. Category:** Excellence in Teaching Natural Sciences (GET)  
**Names of Provincial Finalist:** Moreki Ancell Mosuane  
**Name of District:** Johannesburg West  
**Cluster:** 3  
**School Name:** Lufhereng Secondary



**9. Category:** Excellence in Technology – Enhanced Teaching & Learning  
**Names of Provincial Finalist:** Pearl Nonhlanhla Langa  
**Name of District:** Gauteng East  
**Cluster:** 7  
**School Name:** Dalpark Secondary



**10. Category:** Kader Asmal Excellence Award  
**Names of Provincial Finalist:** Hilda Emily Kekana  
**Name of District:** Tshwane South  
**Institution:** Gauteng Department of Education



**Category:** Lifetime Achievement Award  
**Names of Provincial Finalist:** Lorna Sanders  
**Name of District:** Ekurhuleni North  
**Cluster:** 7  
**School Name:** Willowmoore High



**basic education**

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**REPUBLIC OF SOUTH AFRICA**

# **Congratulations to all the 2019 National Teachers Awards winners**



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