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LINKS**

[Curriculum Website](#) | [Exams Website](#) | [Circulars](#) | [Question Papers](#) | [Vacant Posts \(Dept\)](#)
[Subscribe to Hoor hier](#) | [Previous Editions](#) | [Submit your CV online](#) | [Available Teachers](#)

- 2** **Departmental Vacancy Lists**
- 11** **Circulars**
- 3** **Curriculum Instructions**
- 7** **Ways for SCHOOLS to PUMP up their IMPACT**
- ▶ **Study Guides**
- ▶ **Public Sector Ethics Survey**
- ▶ **Music School Conference**
- ▶ **Uni Fair – Clarendon High School**
- 8** **SAOU Webinars**
- 7** **Vacant Posts**
- 11** **CVs of Prospective Teachers**
- 250** **Available Teachers: Online CVs**
- ▶ **ATPs**
- ▶ **Do you want to advertise?**

Departmental Vacancy Lists



Available at: <https://www.eccurriculum.co.za/Bulletins.htm>

- DPSA Vacancies 2 - Closing date 18 February 2022
- Volume 5 of 2021/2022: Open Post Bulletin for Principals - Closing date: 11 February 2022

Circulars



Available at <https://www.eccurriculum.co.za/Circulars.htm>:

- Memo: Progress on migration of all office-based employees
- Memo: Director General's first phase provincial engagement
- Memo: ECDOE bursary equitable distribution for 2022 academic year for office and school based employees
- Memo: Implementation of the disability strategy and disability disclosure form for the Eastern Cape Education Department
- ECDO Newsletter: Sakh'isidima Newsletter - January 2022
- Circular: 2021/2022 Audit Management Circular
- Memo: The national school deworming campaign
- DBE Circular S1 of 2022: Return of learners on full time basis
- Memo: Return of learners on full time basis
- Media Release: Minister Motshekga on the full time return of schools to daily attendance
- Government Gazette 45877: The full time return of schools to daily attendance

Curriculum Instructions

Available at https://www.eccurriculum.co.za/Curriculum_Instructions.htm

- CM02/2022: Analysis of the Chief Markers Reports of Grade 12 of 2021
- CM01/2022: Grade 12 Readiness Assessment Tool
- G01/2022: Reading Plan 2019 - 2023

7 ways for SCHOOLS to PUMP up their IMPACT for 2022 and beyond

What makes an effective teaching and learning experience?

Back in the day, the one thing that teachers feared the most, was a visit into your classroom by the school inspector - usually this was an old man in a grey suit, carrying a briefcase with a few pens tucked into his jacket pocket. The second scariest thing, would be a visit into your classroom by your principal! This usually happened once a year and you quickly learnt the skill of bribing the naughtiest child in the class, to be on their best behaviour, or else!!!

Those days of school inspector visits are over, but how do we measure teaching quality and effectiveness today? There are a number of frameworks for conceptualizing the elements of effective teaching and on the whole, they should include the following components:

1. Content knowledge

In curriculum areas such as maths, literacy and science, you need to know your stuff. The NEEDU report (2012) found that South African primary school teachers generally exhibit poor subject knowledge in language and mathematics, and consequently an incomplete understanding of both the requirements of the curriculum and how to animate it in their classes.

Different forms of content knowledge are needed. A strong, connected understanding of the material being taught, as well as an understanding of the ways students think about the content. Teachers must also be able to evaluate the thinking behind non-conventional methods, and be able to identify typical misconceptions that learners might have.

2. Quality Instruction

Quality of instruction is at the very core of all frameworks of teaching effectiveness. Key elements such as effective questioning and use of assessments, as well as specific practices such as reviewing and revising previous learning, allowing adequate time for practice to consolidate skills securely and being able to scaffold new learning are also elements of high quality instruction. The fast pace of our current curriculum, prevents many of these to take place, as teachers are choosing quantity over quality. It seems to be more important to get through the work and tick boxes, rather than ensure that content is consolidated.

3. Classroom climate, relationships and expectations

The CAPS curriculum is what schools follow, delivering the content into the brains of our children. In the Foundation Phase, children are exposed to literacy, numeracy and life skills, and as they move through the primary school and senior primary phase, these are expanded on in the form of content subjects such as Natural Science, History, Geography, Creative Arts (that include music, drama and art), Technology and Economic Management Science. As they head into the final three years of high school, students are expected to select 4 subjects to focus on for their final exam in Grade 12.

Teachers also try to expose learners to various other “soft skills” such as collaboration, problem-solving, citizenship and so forth, while delivering their lessons and assessing knowledge. There should also be emphasis on the quality of relationships and interactions between teachers and students. Creating a classroom environment that constantly demands more and is never satisfied, but still affirms students’ self-worth and does not undermine their feelings of self-efficacy.

Setting motivational goals and encouraging success and allowing failure (e.g. fixed versus growth mindset, attributions to effort and strategy rather than ability or luck), as well as valuing and promoting resilience to failure (grit).

4. Classroom management

A teacher’s abilities to make efficient use of lesson time, to coordinate classroom resources and space, and to manage students’ behaviour with clear rules that are consistently enforced, are all relevant to maximising the learning that can take place. These factors are necessary to allow learning, rather than direct components of it.

A classroom where students are out of control, allowed to disrupt learning and a general lack of respect shown whether by the teacher or students, will not be conducive to learning.

5. Subject, learning & teaching beliefs

Why teachers adopt particular practices, what they aim to achieve, their theories about what learning is and how it takes place and their conceptual models of the nature and role of teaching in the learning process all seem to be important.

Teacher sensitivity to student needs and regard for student perspectives, as well as respect for student autonomy, interests, motivations. What about an inclusive mindset? That all learners have the potential to achieve according to their level and abilities. That we don’t set the bar too high, nor too low, but we allow the learner to set their own bar, and we assist them to reach it, or even go beyond.

6. Professional development, collaboration and relationships

Elements such as reflecting on and developing professional practice, supporting colleagues, and liaising and communicating with stakeholders such as parents, are also important. Other professional responsibilities such as maintaining accurate records, communicating with school families, participating in the professional community of educators, growing and developing professionally and showing professionalism need to also be included here.

Back in the day, teachers were strongly discouraged from wearing trousers to school, especially jeans, sneakers and T-shirts. Different schools have their own dress codes now but dressing professionally is still a bit of a 'grey' area.

7. The "package" deal

So, what is the responsibility of schools today and what do parents look for in a school for their child?

Reading, writing and arithmetic, what we used to refer to as the 3R’s are still very much part of the educational offering from schools today but what else is important? How are schools adapting their practices to remain both relevant and sustainable while preparing young people for the future world of work? Are schools expected to “do it all” or must parents take more responsibility in terms of their child’s holistic development and growth.

Parents are becoming much more discerning when choosing a school for their child. It's not just about what happens within the classroom, but when the school bell rings at the end of the day, learners must also trudge off to various other after school activities. Whether it is playing a sport, learning a musical instrument, pursuing a special interest in art or drama or the pressure of trying to pass that subject or achieve 80% average, their school day often extends well after 6 or 7pm, especially if we include the homework dished out by the teachers.

Parents today, seem to feel the need to ensure that every afternoon is jam-packed and sometimes those are provided by the school on campus but often-times parents are seeking these from private individuals or organisations. Extra this or extra that or tutoring in this subject or that subject or extra ballet or French classes...the pressure placed on children is enormous, and the possibilities are endless, to ensure that their child has a necessary advantage over the others.

Selecting the “right” school

Valuable lessons are learnt from making wrong decisions. Sadly, a child has to pay the very expensive price of a parent’s wrong decision when choosing a school. The following reasons should not come into play here:

- The school is just around the corner,
- A sibling is there so they must be at the same school,
- The parent went to the school,
- The school has a high school attached to it so it makes sense,
- The sport is excellent there...and so on.

Convenience is one thing, a strong sporting culture is another but if the school cares more about its rugby than it does about its teaching, that’s a problem. And if the school doesn’t have an inclusive ethos and culture where it cares just as much about the matric pupil who gets 7 distinctions, as it does about the child who is struggling with a learning barrier or special need.

Schools are institutions, many have stood the test of time and lived through many a storm, pandemic and some even a world war. Some have kept up with the times, some are racing ahead and others are still wondering about the benefits of swapping out long rows of desks and blackboards with flexible seating arrangements and whiteboards.

If the child is generally happy to go to school, has a few friends, is getting on with most of their teachers, is involved in the school outside of the classroom (not essential but nice if it happens to a degree), is making good progress and seems emotionally balanced and enjoys the school atmosphere and feels part of a wider community, then these all point towards a successful outcome.

Conclusion

Parents want a holistic educational experience. They want 'bang for their buck' and to know that they are investing in their child's future. Values and character traits such as empathy, compassion, acceptance and respect should also be taught, as well as competitiveness, self-discipline, academic excellence and drive. Schools should celebrate and encourage ‘grit’ and perseverance, as well as provide those exclusive and privileged opportunities. Moving away from a "one size fits all" cookie-cutter approach, ensures that every child is treated as a unique human being with incredible potential, just given the right opportunities and environment.

References:

<https://www.saga.org.za/docs/papers/2013/needu.pdf>

<https://www.suttontrust.com/wp-content/uploads/2014/10/What-Makes-Great-Teaching-REPORT.pdf>

About the author:

Dr. Philippa Fabbri is an education consultant and a qualified teacher with a Doctorate in Inclusive Education and a special interest in assisting children, and their parents, who struggle to learn in the conventional way. Philippa co-founded a school, Elsen Academy in 2005 and continues to advocate for children with special needs by assisting their teachers and supporting parents.

Contact details:

(c) 083 3608 468

info@educationservices.co.za

www.educationservices.co.za

2022 Study Guides - Grades 10 - 12 High Enrolment Subjects

“These documents are intended to serve as resources for teachers and learners. They provide notes, examples, problem-solving exercises with solutions and examples of practical activities.

How to obtain maximum benefit from these resources

These resources contain many problem-solving exercises, quantitative-type questions and qualitative-type questions. The reason for this is that learners can improve their understanding of concepts if given the opportunity to answer thought provoking questions and grapple with problem-solving exercises both in class, as classwork activities and outside the classroom as homework activities.”

Available at <https://www.eccurriculum.co.za/Worksheets.htm> and
<https://www.ecexams.co.za/Study%20Guides.htm>:

Accounting

- Accounting: Analysis and interpretation of information
- Accounting: Balance Sheet
- Accounting: Cash flow and CG
- Accounting: Cost Accounting
- Accounting: Inventory Valuation

Business Studies

- Business Studies: Revision Booklet P 1
- Business Studies: Revision Booklet P 2

Economics

- Economics: Business Cycles
- Economics: Circular Flow
- Economics: Dynamics of Markets
- Economics: Foreign Exchange Markets

English

- English: Integrated Language Learning Book 1
- English: Integrated Language Learning Book 2

Geography

- Geography: Climate and weather
- Geography: Economic Geography of South Africa
- Geography: Geomorphology

History

- History: Revision Booklet P 1

- History: Revision Booklet P 2

Life Sciences

- Life Sciences: DNA Code of Life and Meiosis
- Life Sciences: Evolution
- Life Sciences: Genetics and Inheritance
- Life Sciences: Reproduction and Endocrine System and Homeostasis
- Life Sciences: Responding to the Environment

Mathematical Literacy

- Mathematical Literacy: Data handling
- Mathematical Literacy: Finance
- Mathematical Literacy: Maps, Plans and other representations of the world
- Mathematical Literacy: Measurement

Mathematics

- Mathematics: Functions and Finance
- Mathematics: Trigonometry and Euclidean Geometry

Physical Sciences

- Physical Sciences: Acids and Bases
- Physical Sciences: Chemical Equilibrium
- Physical Sciences: Doppler Effect
- Physical Sciences: Electrostatics
- Physical Sciences: Momentum and Impulse

Technical Mathematics

- Technical Mathematics: Algebra and Functions and Graphs
- Technical Mathematics: Differential Calculus and Integration
- Technical Mathematics: Trigonometry and Euclidean Geometry

Technical Sciences

- Technical Sciences: Knowledge Area Mechanics
- Technical Sciences: Organic Molecules

Tourism

- Tourism: Communication and Customer Care
- Tourism: Culture and Heritage
- Tourism: Sustainable and Responsible Tourism

2022 Study Guides for Writing Essays and Transactional Texts

Available at <https://www.ecexams.co.za/Study%20Guides.htm>:

-  Afrikaans
-  English
-  IsiXhosa
-  Sesotho
-  South African Sign Language

Public Sector Ethics Survey

The **Department of Public Service Administration (DPSA)**, the **Department of Cooperative Governance (DCoG)**, and the **South African Local Government Association (SALGA)** have partnered with **The Ethics Institute (TEI)** to conduct the third ethics survey across the entire public sector. We want to get a better understanding of the state of ethics in national, provincial and local government.

We therefore invite all public sector employees to participate in the survey.

Click here to do the survey: <https://surveys.ethicssurvey.org.za/s3/6520571a8483>

Advert: Financial Advice for Teachers



Een Stop Finansiële Adviesdienste vir Onderwysers
One Stop Financial Advisory Services for Teachers

Frikkie Fouché
Finansiële Adviseur | Financial Advisor
083 409 6543

- Aftreebeplanning | Retirement Planning
- Aftrede of Bedanking? | Retirement or Resignation?
- Vroeë aftrede (55) of Normale aftrede (60 | 65)
- Early Retirement (55) or Normal Retirement (60 | 65)
- Beleggingsmoontlikhede | Investment Opportunities



Music School Conference



MUSIC SCHOOL OF THE FUTURE 2022 26 – 28 AUGUST

“Music is not the hobby of individuals, it is an indispensable part of human culture.” - Zoltan Kodály

Are we nurturing our role as music educators? Are we perpetuating something worthwhile?
This Conference seeks to ask these questions and find the solutions.

We are excited to be collaborating with the South African Society for Research in Music (SASRIM) to introduce a special interest topic of 'Inclusivity in Music Education'.

Registration form can be downloaded at <http://bit.ly/hoorhier>

Advert: Financial Advice for Teachers



Een Stop Finansiële Adviesdienste vir Onderwysers
One Stop Financial Advisory Services for Teachers

Frikkie Fouché
Finansiële Adviseur | Financial Advisor
083 409 6543

- Aftreebeplanning | Retirement Planning
- Aftrede of Bedanking? | Retirement or Resignation?
- Vroeë aftrede (55) of Normale aftrede (60 | 65)
- Early Retirement (55) or Normal Retirement (60 | 65)
- Beleggingsmoontlikhede | Investment Opportunities



Uni Fair – Clarendon High School

Save The Date

&

Show of Interest

Uni Fair 2022

21 - 23 April 2022

We are inviting all schools and colleges to join us at Uni Fair 2022. Come see what is on offer from universities and tertiary institutes around South Africa. Get all those questions answered on what subjects to take, loans, NSFAS, funding, dorms, accommodation, how and when to apply, etc.

Email Claire at farrellca.high@clarendonschools.co.za to **show your school's interest in attending. Free Entry** for all school bookings made for Thurs, 21 and Fri, 22 April.

@ Clarendon High School in East London
In person event - not a virtual event.

SAOU Webinars



Register here: <https://www.saou.co.za/webinarsf7453f46>

14 February 2022:

- IF / SF Soekleesvaardighede
- Senior Phase: Natural Science

15 February 2022:

- Hot Topics in Education | Brandpunte in die Onderwys
- Safety and security of the school grounds | Veiligheid en sekuriteit van die skoolterrein
- Theme guided teaching | Tema gerigte leer

16 February 2022:

- LSOB-klasse in hoofstroomskole: Evaluering en plasing van leerders | LSEN classes in mainstream schools: Evaluation and placement of learners

17 February 2022:

- Foundation Phase Assessment and Reporting | Grondslagfase Assessering en Rapportering
- Flambojante VKO: Klaskamerbestuur en organisasie

Vacant Posts



045 838 3552



admin@hshangklip.co.za



Olivierstraat / Olivier Street
Posbus 657 / PO Box 657
Komani, 5320

ONDERWYSPOS / TEACHING POST
(*Beheerliggaam-aanstelling / Governing Body Appointment*)

HOËRSKOOL HANGKLIP HIGH SCHOOL
QUEENSTOWN

LEWENSWETENSKAPPE GR 10 – 12 / LIFE SCIENCES GR 10 - 12
NW GR 8 – 9 / NS GR 8 - 9
(*Dubbelmedium / Dual medium*)
MELD ADDISIONELE VAKKE / STATE ADDITIONAL SUBJECTS

VEREISTES / REQUIREMENTS

Bewys van SARO-registrasie / ***Proof of SACE-registration***
Gewaarmaakte afskrifte van oorspronklike dokumentasie
Certified copies of original documentation
Volledige Curriculum Vitae / ***Complete Curriculum Vitae***

Aanvangsdatum / Starting date: 1 April 2022

Koshuis-inwoning beskikbaar indien ongetroud
Hostel accommodation available for unmarried staff members

Meld ko-kurrikulêre betrokkenheid
State extra curricular involvement in school activities

Doen aasoeek by / Apply at:

Die Skoolhoof / ***The Principal***
Posbus 657 / ***PO Box 657***
Queenstown, 5320

Tel: 045 8383552, Faks / ***Fax: 045 8383553***
E-pos / ***Email: admin@hshangklip.co.za***

Sluitingsdatum: Sondag 13 Februarie 2022
Closing date: Sunday 13 February 2022

(Indien u nie teen Vrydag 19 Februarie 2022 gekontak is nie, moet
aanvaar word dat die aansoek onsuksesvol was. / *If you have not been
contacted by 19 February 2022, please assume that the application was
unsuccessful*)



Collegiate Girls' High School

invites applications for a School Governing Body appointment from

April 2022

in the following post:

TEACHER-LIBRARIAN/ RESOURCE CENTRE MANAGER



The ideal candidate would have both a Library and a teaching qualification.

Applications should include: a full CV; certified copies of qualifications; academic transcripts; SACE registration certificate and names of two contactable referees.

Applications can be hand delivered to the School for the attention of:

The Principal, Kestell Street, Parsons Hill

or email: collegia@cghs.co.za

Closing date: 23 February 2022



STUTTERHEIM HIGH SCHOOL

GOVERNING BODY TEMPORARY TEACHING POST

1 April to 30 June 2022

**Grade 8-12
English Teacher**

**Mathematics a
recommendation**

MINIMUM REQUIREMENTS:

- *Applicable qualifications
- *Appropriate skills and experience
- *Professional teaching qualification
- *SACE registration
- *Extra-mural (compulsory)
- *Drivers Licence and PDP (compulsory)

Competitive remuneration package

The interview process and appointment will be at the sole discretion of the Governing Body. The SGB also reserves the right not to fill the positions.

Closing Date: 23 February 2022

Submit applications to:
The Principal, Private Bag X1, Stutterheim,
4930 or e-mail: principal@stutthigh.co.za



ALEXANDRIA CHRISTIAN ACADEMY

VACANT POST—GRADE ONE

We are a Christian School in Alexandria Eastern Cape,
celebrating 20 years of changing Alexandria for Christ one child at a time.

We are seeking the services of a qualified SACE registered educator for GRADE ONE.

We use curriculum from AEE—it is a small group, so lots of individual attention guaranteed.

Applicant must be a born-again, church-going believer.

We place strong emphasis on whole-child development, therefore applicants must also be willing to
do sport coaching and extra-mural.

Email applications to: aca@vodamail.co.za

Closing date for applications: 28 February 2022

Starting date: As soon as possible

We reserve the right not to fill this post.

An application will not in itself entitle the applicant to an interview.

Only applicants with relevant qualifications may be considered.



PEARSON HIGH SCHOOL

Applications are invited for the following
Governing Body Post:

ENGLISH HOME LANGUAGE

GRADE 8-12

Commencement: April 2022

Applicants should:

- have a suitable academic degree and teaching qualification to teach high school learners
- be competent and willing to participate in the school's co-curricular programme
- be registered with SACE

Send an application letter and a full CV to:

The Principal

Email: phs@pearsonhighschool.com

Website: www.pearsonhighschool.com

Closing Date: 11 February 2022

Pearson High School reserves the right not
to make any appointment.



PEARSON HIGH SCHOOL

Applications are invited for the following
Governing Body Post:

MUSIC: PERCUSSION

Part-time position

Commencement: immediately

Applicants should be able to teach:

- percussion up to Grade 8 level
- and have the relevant qualification

Send an application letter and a full CV to:

The Principal

Email: phs@pearsonhighschool.com

Website: www.pearsonhighschool.com

Closing Date: 11 February 2022

Pearson High School reserves the right not
to make any appointment.



PORT REX TECHNICAL HIGH SCHOOL

The following GOVERNING BODY POST exist for a suitably qualified candidate from 1 MARCH 2022.

SECRETARY

Candidates must have at least 5 years relevant office / school administration experience.

- Data capturing
- Record filing
- Photocopying and printing
 - Logistics
- Office supply inventory

Successful candidates will be required to:
Submit SAPS clearance certificate,
Supply comprehensive CV with references, experience & qualifications,

Submit to:
secretary@portrex.co.za

Closing date for application: MONDAY 14 FEBRUARY 2022

If applicant has not been notified within 14 days, consider the position filled.

THE GOVERNING BODY RESERVES THE RIGHT NOT TO FILL THE POSITION



LAERSKOOL JEFFREYSBAAI SKOOLHOOF (Pv4)

Aansoeke word ingewag vir die pos as skoolhoof van
Laerskool Jeffreysbaai.

Ons skool is 'n multikulturele parallelmediumskool wat
waardegedrewe onderwys bied in die pragtige kUSDorp van
Jeffreysbaai.

Die pos is geadverteer in die **“Open Post Bulletin for Principals
volume 5 of 21/22: Vacant: Principals posts”** van die
Oos-Kaap se Departement van Onderwys.

Sluitingsdatum vir aansoeke is **11 Februarie 2022**.

**‘n Volledige aansoek moet by die
Sarah Baartman Distrikkantoor, Graaff-Reinet**
ingehandig word.

District Director: Tel: 049 – 807 2202

Adres: P/B X 726 Graaff-Reinet, 6280

Epos asb. ook ‘n kopie van u aansoek aan
[**jbayschool@epweb.co.za**](mailto:jbayschool@epweb.co.za)



Primêre Skool

KAREL THERON

Primary School

est. 1880

SKOOLHOOFPOS BESKIKBAAR MIDDELBURG, OOS-KAAP

Soos geadverteer in die Oos-Kaap
Open Post Bulletin for Principals Volume 5 of 21/22 is
Primêre Skool Karel Theron op soek na 'n gesoute skoolhoof om by ons
aan te sluit.

VEREISTES

- 15 + jaar onderwysondervinding
- 5 jaar Senior Poservaring
- Afrikaanssprekend en Engels magtig
 - Kennis van SASAMS
 - Rekenaarvaardig
- Vak: Afrikaans Huistaal Graad 4 – 7
- Sterk leierseienskappe
- Afrigting van buitemuurs is verpligtend

U AANSOEK MOET VERGESEL WORD VAN

- EDP 01 Vorm
- Volledige CV
- Gesertifiseerde kopie van ID
- Gesertifiseerde kopie van alle Akademiese kwalifikasies
- Gesertifiseerde kopie van Akademiese rekord vir alle kwalifikasies
- Gesertifiseerde kopie van SACE sertifikaat

Alle aansoeke moet gerig word aan:

Chris Hani West District Director

045 858 8900

PO Box 7053, Queenstown, 5320

E-pos asb. ook 'n kopie van u aansoek
aan

ktbemarking@gmail.com

POSNOMMER VOL 5 21/22 289
SLUITINGSDATUM 11 FEB 2022

Kennis - Karakter



CVs

(CVs received since the previous edition. See the list below. Text is unedited.)

NAME	SURNAME	QUALIFICATIONS	PHASE	SUBJECTS	AREA
Carla	De Jager	Bachelor's degree in education intermediate phase	Intermediate / Intermediêr	English, Afrikaans, mathematics, natural science, social science, ems, life skills. (All the grade 4-6 subjects)	Uitenhage, Despatch, Port Elizabeth
Chesnay	Plaatjies	B.ed degree	Foundation / Grondslag	All foundation phase subjects	Qebegha
Lakhiwe	Mhambi	Bachelor of Social Science Degree (Psychology); Post Graduate Certificate in Education.	Intermediate / Intermediêr, Senior	English; Geography; History; Life Skills; Natural Science and Technology; EMS	East London; King William's Town; Queenstown; Stutterheim; Alice; Port Elizabeth; Fort Beaufort; Komga
Lungisile	Kuboni	B.Ed Intermediate phase	Intermediate / Intermediêr	Mathematics and Natural Sciences and Technology, social science, Life skills, English, Afrikaans, isixhosa	Humansdorp Port Elizabeth Langkloof Tsitsikamma Matatiele Sarah Baartman region
Alvandre Leon	Schoeman	Bachelors in education commerce	Senior, FET / VOO	Business studies, accounting, ems, I.o	
chante	Hassan	bachelor of Arts	Intermediate / Intermediêr, School Admin Post / Administratiewe pos	English	East London
Alicia	Deysel	B. Ed Intermediate Phase: Maths and Sciences Netball Coach/ Umpire First Aid Level 3	Intermediate / Intermediêr	All subjects	Port Elizabeth Despatch Uitenhage
Shélynn	Kuscus	PGCE in English Home Language and Life Orientation FET Phase BA Degree in English and Psychology	Intermediate / Intermediêr, Senior, FET / VOO, School Admin Post / Administratiewe pos	English home language. Life Orientation. History. Business. Tourism.	Eastern Cape. Western Cape.
Angus	Van Wyk	B.Com (IT), B.Accounting Sciences, PGCE (2022 - Full time enrolled at Stadio)	Senior, FET / VOO	Accounting, Mathematics, Economic and Management Sciences, Natural Sciences, Life Sciences	Nelson Mandela Bay Metropolitan
Donné Aimee	Cilliers	Degree in Bachelor of Education as a Intermediate Phase teacher.	Intermediate / Intermediêr	English and Social Science	Any area.
Ashlyn	Bergins	Bachelor of Arts and PGCE	Senior, FET / VOO	English HL (SP) and Life Orientation (FET)	Port Elizabeth

Available Teachers: Online CVs



250 online CVs are available at <https://bit.ly/CVdata>

ATPs available: Check regularly for updates



Click <https://bit.ly/ATP-2021>

Do you want to advertise in the newsletter or websites?

Download this document for more information:
<https://bit.ly/tariffs4ads2022>

A sepia-toned portrait of C.J. Langenhoven, an elderly man with a mustache, wearing a suit and a bow tie. He is shown in profile, facing right.

Gee my 'n
man wat sê
wat waar is,
as die duiwel
daar is;
wat doen wat
reg is, as die
regter weg is;
wat trou by
sy gewete bly,
as hy straf in
plaas van
beloning kry.

C.J. Langenhoven

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- Contact details: drik.greeff@gmail.com