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## Memos and Circulars



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

- Memo: All salary level 09, OSD 11 and 12 employees. Disclosure of financial interests - registration from 1 - 31 March 2022

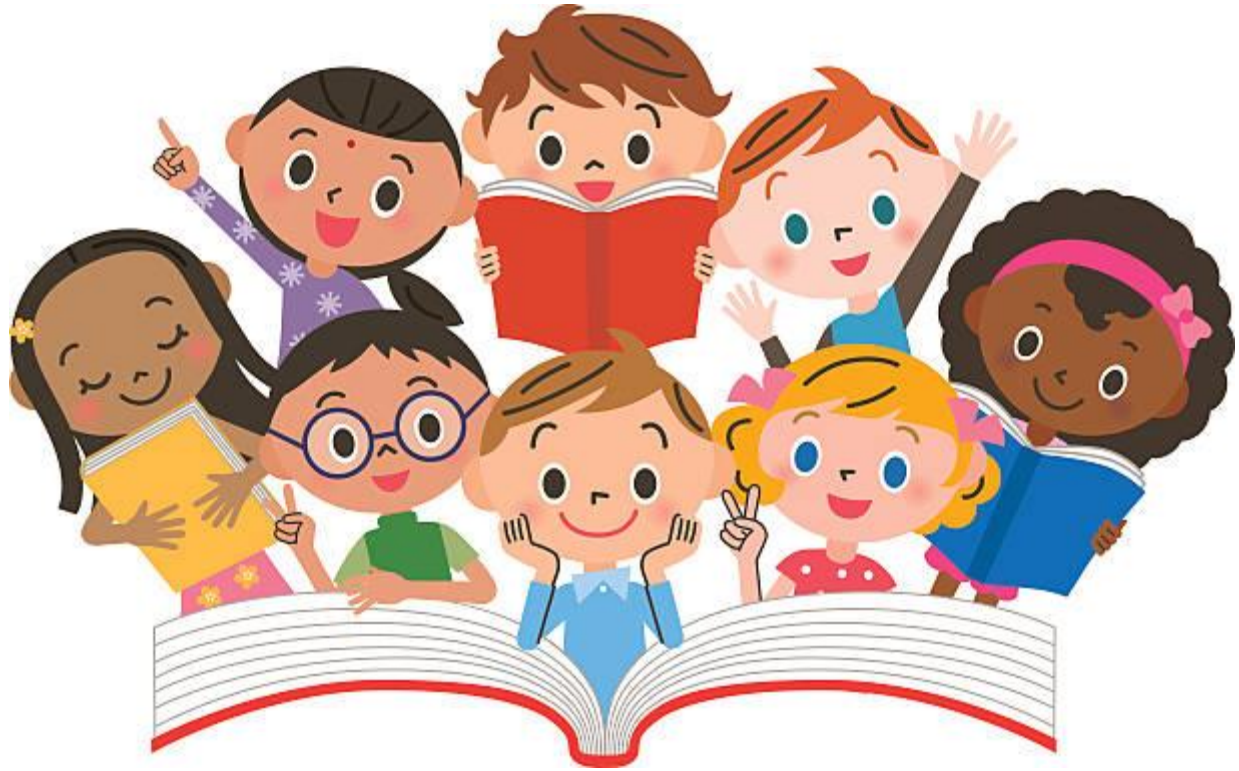
## Assessment Instructions



Available at [https://www.eccurriculum.co.za/Curriculum\\_Instructions.htm](https://www.eccurriculum.co.za/Curriculum_Instructions.htm)

- 13/2022: Grade 12 May/June 2022 Examination Timetable
- 12/2022: Administration of the Systemic Evaluation
- 11/2022: Application as Provincial Moderators for School Based Assessment (SBA) and Practical Assessment Tasks (PATs)
- 10/2022: Report on 2021 Statistical Moderation of School Based Assessment (SBA rejections)

# Reading - more than just cracking the code



## Introduction:

There are many skills that children need to acquire in their journey to becoming an independent adult who contributes positively to and participates in the development of a well-balanced, harmonious and democratic society. Children are supported on this journey to adulthood by adults in their immediate environment, i.e. parents, grandparents and teachers. Through this interaction, children develop competencies which then ultimately result in being an independent and responsible member of society.

A vitally important part of this process, is the acquisition of knowledge and information that is based on (among other factors) observation of the world around us, life experience and through the process of reading. Reading is so much more than just “cracking the code. Yes, it is a mechanical skill that does not always imply that understanding takes place at the same time. A child may be able to read well but not know what he has read. As a result, some children do not do well in comprehension activities, it impacts on story sums and problem-solving in Maths and being able to learn or study.

There is an important relationship that forms between the person and the reading material. In many cases, the relationship isn't a positive one.

## The building blocks of reading:

Students' reading abilities depend upon many different factors and influences. For some students, regrettably, reading can be frustrating and at times, seemingly futile. Reading can be broadly divided into two academic skills:

- word decoding, or accurate and rapid reading of words, and
- comprehension, or understanding the intended message of a written passage.

Both decoding and comprehension are facilitated by a combination of neurodevelopmental functions. These students might struggle to learn the individual letter sounds, blends and sight words and so reading is slow, tedious and they can seldom understand what they are reading about. We say there is a kind of ‘word blindness’ that develops.

## 6 Stages of reading development:

There are six stages in the development of reading, which spans from birth to adulthood. These are:

### **Stage 0: pre-reading (approx 6months - 4 years)**

During this stage, children pretend to read. They are generally able to retell stories they have heard by looking at the pictures associated with different parts of the story.

Playing with paper, pencils, crayons, etc. helps to build the child's awareness of specific symbols representing letters of the alphabet. By the age of six, a child can generally understand thousands of words but can't read many of them. It is during this stage that adults play a pivotal role in the process of learning to read. Young children enjoy stories that have a strong rhyming element.

This stage is developed when stories are read to the child by someone who understands and appreciates that the child has an interest in books and reading. Giving the child crayons, paper, books, etc. encourages the child to participate in the reading process.

### **Stage 1: Initial reading, writing and decoding (4 - 7 years)**

During this stage children learn that there is a relationship between the letters/symbols and sounds; between printed and spoken language. The child is able to read simple stories that include a number of high frequency words, as regular words, i.e. those words that can be read by using common letter sounds. Children are taught to read, write and decode by means of practicing the phonics sounds they have learned. Reading stories that are slightly above the reading ability of the child, can help to improve vocabulary and develop language that is more advanced.

### **Stage 2: Confirmation and fluency (7 - 8 years old)**

At this stage, children can read simple, known stories with increasing fluency. Consolidation is achieved by basic decoding elements, knowledge of sight word vocabulary, and understanding the meaning of the story. This in turn promotes reading fluency. This stage is promoted by teaching advanced decoding skills and encouraging reading of a broader range of reading materials and topics.

### **Stage 3: Reading to learn the new (9 - 13 years old)**

This stage is characterized by using reading to learn and gain new knowledge and to learn about new attitudes that generally stem from one point of view. Reading to acquire new information is done by reading and studying a diversity of reading materials such as, textbooks, newspapers, magazines, reference books, and literature. These sources expose the child to new ways of thinking and a more advanced level of vocabulary. The child can now discuss the reading material and answer questions in writing or orally based on what was read. The child will gradually move on to reading more complex texts as their reading ability progresses.

### **Stage 4: Synthesizing information and applying perspective (14 - 17 years old)**

The ability to read widely from a large variety of reading materials is characteristic of this stage. The reading material becomes more complex and the child is able to read and understand the reading material from different viewpoints. At this stage, the reader can systematically study words and parts of speech. This is the stage where reading covers more difficult reading materials. Topics and areas of study such as sciences and humanities allow for readers to further enhance existing knowledge.

### **Stage 5: Critical literacy in work and society (from 18 years)**

In the last stage of reading development, reading is used for personal growth on both a personal and professional level. New knowledge gained from what is read, can be linked to personal prior knowledge and enables an integration of the old with the new. Synthesis of new knowledge leads to the creation of new knowledge. This process in reading is quick and effective. During stage 5 of reading development, readers continue to read more difficult texts, often beyond their own needs and are able to write essays

and other forms of written work. These works are often integrated into a variety of existing knowledge and can be used as comparisons to existing writing.

Reading is a long-term developmental process. People generally adjust to and adapt what they read in accordance with their personal and professional needs and different stages in their lives. There are less opportunities for reading instruction.

### **The goal of reading:**

The ultimate goal of reading is the extraction of information -- for meaning, entertainment, wisdom, etc. As students read for information, their abilities to read actively, to form and compare concepts, and to use strategies to increase comprehension become paramount. When students are asked to interpret sentences and passages for meaning and what they have learned, they must depend upon their abilities of higher order thinking. Kids can grasp the concepts involved in his/her reading and can compare and contrast ideas while reading. Is this fact or opinion (social media and fake news).

Students use active reading strategies to enhance understanding, such as forming inferences, or rephrasing text into his/her own words. They also need to be able to self-monitor his/her comprehension, i.e., is aware of how well he/she understands what has been read.

Students have to follow along in the textbook or read for information. Studying becomes important, Being able to read longer passages and understand more complex texts.

Students need to have sufficient mental energy to read lengthy passages and he needs to be able to pull out the most important details and concepts, and be able to self-monitor when reading, and recognizes when he/she doesn't understand what's been read.

Student paces him/herself when reading, e.g., previews a difficult passage before reading or adjusts his/her reading speed for better comprehension.

### **Problems associated with reading:**

At the beginning of this article, I mentioned that reading is like “cracking the code”. Children learn to speak naturally but children need to be taught to read or at least exposed to words and texts in a methodical way.

General reading difficulties affects 10 - 20% of primary school children and there are 2 main causes of reading difficulty:

- A specific intellectual or cognitive processing difficulty affecting phonological coding,
- A failure to learn to read due to a variety of external factors and internal conditions such as poor instruction and/or inability to concentrate and pay attention (garden variety)

### **Dyslexia**

Dyslexia is a neurological condition caused by a different wiring of the brain. There is no cure for dyslexia and individuals with this condition must learn coping strategies. Research indicates that dyslexia has no relationship to intelligence. Individuals with dyslexia are neither more nor less intelligent than the general population.

### **What causes Dyslexia?**

The exact causes of dyslexia are still not completely clear, but brain imagery studies show differences in the way the brain of a person with dyslexia develops and functions.

Moreover, most people with dyslexia have been found to have difficulty with identifying the separate speech sounds within a word and/or learning how letters represent those sounds, a key factor in their reading difficulties. It is important to note that Dyslexia is not a disease.

## **What are the effects of Dyslexia?**

The core difficulty is with reading words and this is related to difficulty with processing and manipulating sounds. Some individuals with dyslexia manage to learn early reading and spelling tasks, especially with excellent instruction, but later experience their most challenging problems when more complex language skills are required, such as grammar, understanding textbook material, and writing essays.

## **How common is Dyslexia?**

Dyslexia is the most common cause of reading, writing and spelling difficulties. Dyslexia affects males and females nearly equally as well as people from different ethnic and socio-economic backgrounds nearly equally. 1 in 5 people will have a language-related disability.

## **What do I do if I suspect my child has dyslexia?**

Here are some of the red flags to look out for in lower primary school:

- Difficulty with rhyming, blending sounds, learning the alphabet, linking letters with sounds
- Difficulty learning rules for spelling and/or spelling words the way they sound (e.g., lik for like); use the letter name to code "A" sounds (lafunt for elephant)
- Difficulty remembering "little" words - the, of, said - that cannot be sounded out
- Listening comprehension is usually better than reading comprehension. The child may understand a story when read to him, but struggles when reading the story independently

## **Red flags in upper primary and high school:**

- Reluctant readers
- Slow, word-by-word readers; great difficulty with words in lists, nonsense words and words not in their listening vocabulary
- Very poor spellers - misspell sounds, leave out sounds, add or leave out letters or whole syllables
- Non-fluent writers - low, poor quality and quantity of the product
- When speaking, they may have a tendency to mispronounce common words (floormat for format); they have difficulty using or comprehending more complex grammatical structures
- Listening comprehension is usually superior to performance on timed measures of reading comprehension (may be equivalent when reading comprehension measures are untimed), and
- Weak vocabulary knowledge and usage.

Education Services has developed a dyslexia checklist available here for primary and high school students. It can be completed by teachers, parents or the child.

[Dyslexia Checklist Primary School Child](#)

[Dyslexia Checklist High School Child and Adult](#)

## **Where can I take my child to be assessed?**

If you are additionally doing an IQ assessment, you will need to visit a counselling, clinical or educational psychologist who has tests for diagnosing dyslexia. However if you don't need an IQ test, a remedial therapist can assist by assessing the following:

- oral language word recognition,
- decoding,
- spelling,

- fluency,
- reading comprehension,
- phonological processing and
- vocabulary knowledge

It is important to note that a tutor will likely not use standardized tests to assess reading, spelling and comprehension. They may follow a specific programme starting at lesson 1 and progressing through set lessons, in order to practice skills, but the identification of the barriers or problems causing weak reading skills, such as auditory awareness or visual sequential memory, is not necessarily discovered.

### **My child has been diagnosed with dyslexia, what now?**

With proper diagnosis, appropriate instruction, hard work, and support from family, teachers, friends, and others, individuals who have dyslexia can succeed in school and later as working adults.

Most schools are obligated to provide accommodations for children with learning barriers. It is expected that the necessary resources are put in place and often, additional training and guidance is provided by organisations such as [Education Services](#).

Teachers can apply to their department of education in order to get concession permissions which will allow the child the following:

- Scribe - this is indicated if the child's handwriting is untidy or too slow and he is being disadvantaged by having to write his/her own exams. The scribe becomes the child's hand. A scribe is assigned for each exam.
- Reader - this is indicated if the child's reading is at least 2 years below their chronological age (usually dyslexia is diagnosed). The reader is the child's eyes and is assigned for each exam.
- Extra time - this is indicated when the child has a specific learning barrier such as ADHD, processing disorder or anxiety and they are provided an additional 10 or 15 minutes per hour of the exam.

If the child is granted a concession in Gr11, this remains in place until they have completed their schooling. There are a multitude of forums, teachers, specialists and educational consultants who can assist you and your child navigate this new territory.

Exposing a child to books and reading material at a young age cannot be emphasized enough. Some of these advantages are that reading:

- Creates a special bond – develops a sense of closeness, and well-being and being loved in your child,
- Contributes to the creation of a positive attitude towards reading which can be expanded as the child grows up,
- Has a calming effect on a child: effective when a child is restless or anxious and helps to 'wind down' busy minds before bedtime,
- Helps to improve communication skills between a parent and child,
- Improves attention span - a vital skill for concentration,
- Develops effective listening skills and promotes imagination,
- Builds vocabulary and language where pre-schoolers who are exposed to language by hearing words that are read in stories and in hearing conversation generally do well in school,
- Teaches the basic elements of a book, i.e. it is made up of words that represent sounds and ideas, words are read from left to right, and stories carry on when you turn the page,

- Teaches concepts such as colours, shapes, numbers and letters,
- Teaches thinking skills so when a child hears a story, he learns to understand cause and effect, he learns to use logic, think in abstract terms (linked to Maths), he learns the consequences of actions, and the basics of what is right and wrong.

An older child will discover that their knowledge increases and that many things are linked, e.g. cars are means of transportation; child will eventually be able to classify and order different modes of transport: air – jet, helicopter road: truck, car, bike sea: ship, yacht, canoe. This will lead the child to discover travel in outer space: rockets and the planets. This in turn will link up with science and technology.

Books give information about relationships, situations, characteristics, what is good and what is bad in his life world. Fantasy books stimulate imagination and free play. Fairy tales help a child to distinguish between what is and isn't real.

When a child reaches a new stage in his development, or experiences a new and unknown situation, reading a story relevant to his new experience can ease anxiety and help the child to cope. For example, if a child is afraid of the dentist, find a story about a child who has a positive experience at the dentist so that the child can relate to it.

According to a study published in [Pediatrics](#), children who had been exposed to home reading showed significantly greater activation of a brain area that is “all about multisensory integration, integrating sound and then visual stimulation,” according to Dr. John S. Hutton, the lead author and a clinical research fellow at Cincinnati Children’s Hospital Medical Center. “Reading to your child builds brain networks that will serve him long-term when he transitions from verbal to reading.”

The child learns from an early age that reading can be fun and exciting and can take them to places far away, sometimes providing a necessary escape from reality.

### **10 tips to create enthusiastic readers (for parents)**

Not everyone develops a love for reading, for some, reading becomes a chore or a task to avoid at all costs. There are some ways to encourage and nurture this relationship:

- While reading make stories interactive, stimulating, exciting, and educational: let your child take part in the reading of the story – if they can't yet read, ask him/her to tell you what they can see in the picture(s) if there are any,
- Use age appropriate stories that will interest your child that are filled with colourful and thought-provoking pictures,
- Be an example - if your child sees you reading, they might imitate your behaviour and see reading as a part of life,
- Make an effort to read to your child daily at a time when you are both relaxed,
- If your child has a favourite story and wants to read it all the time, let him, or read it to him, NEVER discourage reading,
- Expose your child to a variety of fiction and non-fiction books,
- Teach your child to treasure books, look after them and treat them with respect – keeping them clean and in good condition (discourage writing in books),
- Always have books available and keep books within easy reach of your child so that he can take a book and look through it by himself,
- Encourage your child to write his own story and illustrate it if he wants to, and then let him read his story to you and ask you questions about it...make sure you listen 😊

**Tips for teachers:**

- Encourage students to perceive chunks of letters within a word when reading, i.e., several letters together at once, rather than one letter at a time, for example, seeing the letters 'th' as a unit, or the syllable 'ing' as a unit, when reading the word thing.
- Give students opportunities to build their vocabularies, e.g., do pre-reading activities in which students share what they know about a topic, thus activating their vocabulary related to the topic. Immerse students in reading materials to expose them to as much text as possible (Read, Read, Read!).
- Provide opportunities for students to develop reading fluency, the ability to read at a smooth and rapid pace. Encourage students to reread books they've read previously that are "easy" for them; have students read along with a book-on-tape or read along with you, etc. This helps to build their reading confidence.
- Focus on building students' ability to recognize sight words, words that are taught as whole units because they are quite common, have unusual spellings, or cannot be sounded out, e.g. have, said, the, of, etc.
- Provide reinforcement by having students practice sight words in isolation (e.g., using flash card drills), and in context (circling sight words in their reading).

**Concluding remarks:**

No child should be excluded or disadvantaged in any way, because they struggle to learn in the conventional way and might need a different approach. Our objective as Education Services, is to ensure that no child should be prevented from achieving their true potential because of the way they learn.

**Additional resources:**

[www.raisesmartkids.com](http://www.raisesmartkids.com)

[www.readingrockets.org](http://www.readingrockets.org)

[www.ldonline.org](http://www.ldonline.org)

**References:**

[Literacy-Development-Milestones-new-logo1.pdf \(letstalkcambridge.org\)](#)

[Microsoft Word - Chall's Stages of Reading Development.docx \(learner.org\)](#)

Parlindungan, Firman. (2019). Understanding Children Development from Literacy Perspective: Critique of Competing Theories. ResearchGate Conference paper.

[Stages of Literacy Development — The Literacy Bug](#)

[Stages of Reading Development \(nads.org\)](#)

[STAGES OF READING AND WRITING DEVELOPMENT \(ecasd.us\)](#)

**Authors:**

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# WOORDSOORTE: praktiese hulpmiddels vir die Afrikaansklaskamer



## Praktiese hulpmiddels vir die Afrikaansklaskamer



Die Virtuele Instituut vir Afrikaans wil uit hul nate bars. Ons kondig met groot vreugde aan dat ons vroeg in Maart 'n reeks **hulpbronne** oor **woordsoorte** vir Afrikaansonderwysers, -leerders en hul ouers beskikbaar gaan stel.

Al die eerste klomp hulpbronne wat onder die afdeling **Taalonderrigportaal** op VivA se webblad gaan verskyn, is **niebetaalprodukte**. Dit beteken dat hulle **gratis** is. Ons bied dit gratis aan, aangesien VivA se standpunt is dat kennisverkryging gratis behoort te wees.

Hierdie niebetaalprodukte sluit in:

- Video
- Plakkate
- 11 uitdeeltukke

Lees meer hier oor hierdie opwindende projek: <https://bit.ly/viva2022a>

## 2022 Study Guides - Grades 10 - 12 High Enrolment Subjects

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

## 2022 Study Guides for Writing Essays and Transactional Texts

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

# Autism Parenting Summit



Parenting a child with autism is a challenging - yet rewarding - job.

You're not just mom or dad, you're a teacher, advocate, therapist...and so much more!

All parents worry about their children, but you face challenges with communication, social skills, behaviour, daily activities...it's enough to make your head spin.

**The Autism Parenting Summit from Autism Parenting Magazine takes place 1<sup>st</sup> - 4th April 2022.**

This **FREE virtual** event is full of expert speaker sessions helping you in the areas that matter most.

## Some of the topics are:

- Behavior Solutions
- Speech & Communication
- Social Skills
- Sensory Solutions
- Transitioning to Adulthood
- Picky Eating
- Executive Function & Motor Skills
- Education
- Dealing with Transitions
- Mental Health & Anxiety
- Self-care for Parents
- ..and much more...

**What are you waiting for? Join for FREE today!**

**Register here:** <https://bit.ly/AutismSummit2022>



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

**14 March 2022:**

- Aktiwiteite uit die Grondslagfase woordeboek
- Intermediate & Senior Phase: Reading - Building blocks for reading
- Senior Phase Life Orientation

**15 March 2022:**

- Bullying: social media and within the school | Boelie: sosiale media en in die skool

**16 March 2022:**

- Independent Schools and SGB Group | Onafhanklike Skole en SBL-Groep
- Distinguishing between teaching LSEN classes in mainstream schools VS remedial/intervention classes in mainstream schools | Die onderskeid tussen die onderrig van LSOB-klasse in hoofstroomskole VS remediërende/intervensie-klasse in hoofstroomskole

## Advert: Financial Advice for Teachers



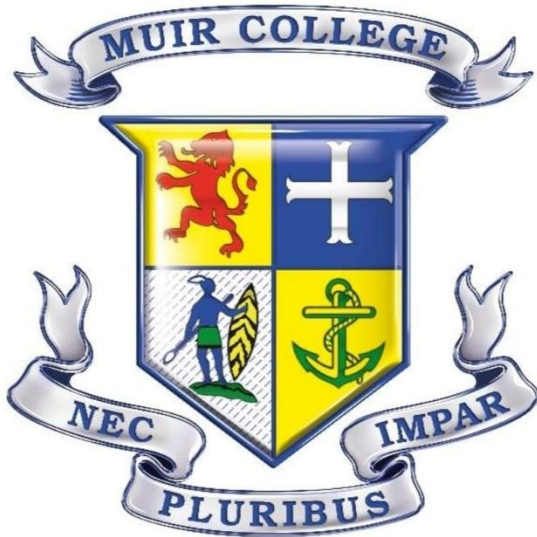
Een Stop Finansiële Adviesdienste vir Onderwysers  
One Stop Financial Advisory Services for Teachers

**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





# Muir College Boys' High School

Applications are invited for suitable qualified educators for the following SGB positions:

1. Geography/History (Grade 10-12)

Social Sciences (Grade 8-9)

Hostel accommodation a possibility

2. Mathematical Literacy/Mathematics/CAT

Temporary Post 1 April-31 July

- Submit cover letter and cv to [headmaster@muircollege.co.za](mailto:headmaster@muircollege.co.za)
- State co-curricular activities
- SACE accreditation is essential
- Only short listed candidates will be contacted
- Closing date: **Monday, 14 March 2022**
- The school reserves the right not to make an appointment

# ST DOMINIC'S PRIORY SCHOOL



Godlonton Avenue, Miramar  
is an Independent, Catholic School  
from Pre School to Grade 12.

Applications are invited for the following  
permanent post from July 2022:

## **BRASS MUSIC TEACHER**

The successful candidates should be:

- suitably qualified, experienced and SACE registered
- passionate, dynamic, innovative and dedicated
- able and willing to contribute to the extra-mural programme
- able and willing to uphold the Catholic ethos of the school.

SDPS is an Equal Opportunity Employer.  
The school reserves the right not to make  
an appointment.

E-mail CV, letter motivating the application,  
and 2 current references to

**The Head of School at [cv@priory.co.za](mailto:cv@priory.co.za)  
by midday Monday 14 March 2022  
Enquiries 041 396 2800**

# TEACHING POST AVAILABLE

## COMMENCEMENT OF DUTY: 5 April 2022

The Lady Grey Arts Academy awaits applications from suitably qualified educators for 1 vacant, full-time governing body post.

### Grade R

#### Minimum requirements

1. Recognised Teaching Qualification.
2. SACE registration.
3. Ability to teach in a multi-cultural environment.
4. Fluent in Afrikaans and English.
5. Competence and willingness to be part of an extensive extra-curricular programme.

**CLOSING DATE FOR  
APPLICATIONS  
18 March 2022**

**E-mail your CV to:**  
[principal@lgaa.co.za](mailto:principal@lgaa.co.za)



**LADY GREY  
KUNSTE-AKADEMIE  
ARTS ACADEMY**  
*where learning is an art*

**Enquiries: Mrs. H. Prinsloo (073 900 2989)**

The Lady Grey Arts Academy is a combined, multi-cultural public school where students can excel in the Visual and Performing Arts, using Afrikaans and English as Language of Learning and Teaching.



[artsacademy.co.za](http://artsacademy.co.za)



Lady Grey Arts Academy

## ACCOUNTING & EMS EDUCATOR

**TO BEGIN 01 APRIL 2022**

Port Alfred High School seeks to appoint a SGB paid Accounting and EMS Educator 01 April 2022.

The candidate must be registered with SACE. Please email a CV, a copy of your ID, copies of relevant qualification documents, references, and a recent police clearance certificate to [jobs@pahs.co.za](mailto:jobs@pahs.co.za) or fax to 046 624 5349.

**CLOSING DATE: 11 MARCH 2022**

*If an applicant is not contacted by 18/03/2022, please assume that your application has not been successful. The SGB of Port Alfred High School reserves the right to not make an appointment.*

*PAHS is an equal opportunity employer.*



# AFRIKAANS FIRST ADDITIONAL LANGUAGE EDUCATOR

## Application of interest

Port Alfred High School invite suitable candidates for an Afrikaans FAL Educator in the Senior and FET Phases to send an application on interest.

The candidate must be registered with SACE. Please email a CV, a copy of your ID, copies of relevant qualification documents, references, and a recent police clearance certificate to [jobs@pahs.co.za](mailto:jobs@pahs.co.za) or fax to 046 624 5349.

**CLOSING DATE: 11 MARCH 2022**

*If an applicant is not contacted by 18/03/2022, please assume that your application has not been successful. The SGB of Port Alfred High School reserves the right to not make an appointment.*



## VAKATURE/VACANCY

**LAERSKOOL ADELAIDE PRIMARY SCHOOL  
GRONDSLAGFASE ONDERWYSER /  
FOUNDATION PHASE TEACHER**

**GR. 3 AFR/ENG**

**BEHEERRAADSPOS/GOVERNING BODY POST**

*Afr/Eng Dubbel Medium Klas/Double Medium Class*

**Vakke/Subjects: Alle Gr. 3 vakke / All Gr. 3 Subjects**

### MINIMUM VEREISTE / MINIMUM REQUIREMENTS

- \* Vaardigheid in beide Afrikaans & Engels / Fluent in both Afrikaans & English
- \* Rekenaarvaardigheid / Computer literate
- \* Vaardigheid en bereidwilligheid om betrokke te wees by die skool se buitemuurse program / Skills and willingness to be involved in extramural program
- \* SACE registrasie of afskrif van aansoek / Sace registered or copy of application
- \* Bestuurslisensie Kode 08 / Drivers licence Code 08

**Sluitingsdatum/Closing Date: Woensdag/Wednesday 23 Maart/March 2022**  
**Diansaanvaarding / Starting Date: 3 Mei/May 2022**

**Rig volledige CV, gesertifiseerde afskrifte van kwalifikasies en Sace registrasie aan:**  
**Please submit complete CV, certified copies of qualification and Sace registration to:**

**Die Skoolhoof / The Principal**  
**Posbus / PO Box 7, Adelaide 5760**  
**Tel: 046 - 684 0161**  
**Faks / Fax: 086 529 2635**  
**E-Pos / E-Mail: [adelprim@r63.co.za](mailto:adelprim@r63.co.za)**



# CLARENDON PARK PRIMARY SCHOOL

The following Governing Body post will exist for a suitably qualified and experienced candidate from May 2022:

## SPORTS ADMINISTRATOR

*(Experience in teaching Physical Education,  
as well as in Rugby coaching, would be  
advantageous to an application)*

**Should you wish to apply**, please submit your CV (including certified copies of qualifications, extra-murals offered, 3 contactable references and a testimonial) via the school office or email **[clarendon@clarendonpark.co.za](mailto:clarendon@clarendonpark.co.za)** by 11 March 2022.

The school reserves the right not to fill this post.

Applicants who have not been contacted by 31 March 2022, should assume that they have been unsuccessful.

**COMMITTED TO PROVIDING A QUALITY EDUCATION**

# CVs

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

NAME	SURNAME	QUALIFICATIONS	PHASE	SUBJECTS	AREA
Ntsikelelo	Mbonjeni	-Diploma in Mathematical Sciences -Post Graduate Certificate in Education	Senior, FET / VOO	Mathematics Grade 8-12 Physical Sciences Grade 8-12	-Around East London and King William's Town
Lakhiwe	Mhambi	Bachelor of Social Science Degree (Psychology); Post Graduate Certificate in Education; Career Guidance Practitioner.	Intermediate / Intermediêr, Senior, FET / VOO	English FAL, History and Life Orientation (FET Phase); English HL, EMS, Life Skills, History, Geography (Senior Phphase); English HL, Geography, History, Natural Science and Technology, Life Skills (Intermediate Phase)	King William's Town, Queenstown, Grahamstown, Stutterheim, East London, Alice, Middledrift, Adelaide, Fort Beaufort, Komga, Port Elizabeth, Utenhage, Dutywa, Butterworth, uMtata, Sterkspruit, Aliwal North and any other town I may have not mentioned.
Amanda	Mavuso	Bachelor of education - intermediate phase Mathematics and science	Intermediate / Intermediêr	Mathematics and Natural Science (majors) and all intermediate phase subjects excluding Sesotho and Afrikaans.	Maluti, Paballong, Mount Fletcher, Cadarville and Mtata.
Noxolo	Mthethwa	Bachelor of Education	Intermediate / Intermediêr, Senior	EMS, LO and Life Skills	Anywhere
Akhona Lily-Rose	Zweni	Bed bachelor's degree	Intermediate / Intermediêr	Maths English Natural science technology	Anywhere
Buntu	Ndlazulwana	Bachelor of Education Senior and FET	Senior, FET / VOO	English and Life Sciences/Natural Sciences	Mthatha, Bizana, Libode, Matatiele
Wandiswa	Mfokazi	Bachelor of education	Intermediate / Intermediêr	Isixhosa, English, Life Skills and Social Sciences	Mount Ayliff/Mtata
Leticia	Ntika	GRADE 12 AND DIPLOMA IN HUMAN RESOURCES MANAGEMENT	School Admin Post / Administratiewe pos	ADMIN POST	ANYWHERE IN EASTERN CAPE
Johan	Rich	B.A. ; B.A. Hons (Psychology); B.Ed. (Post Graduate); M.Ed.	Senior, FET / VOO	English HL; English FAL; Afrikaans EAT; History; Geography; Business Studies; EMS; Mathematics (to grade 9); Mathematical Literacy; Life orientation	Buffalo City
Denetha	Peters	BCOM PGCE_SP FET	Senior, FET / VOO	EMS Business Studies	Port Alfred Alexandria Bathurst Kenton on Sea

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