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Circulars

CIRCULARS

www.eccurriculum.co.za/Circulars.htm

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

- Memo: Request for nominations for entrepreneurial skills training in the presidential youth employment initiative
- ECDOE Newsletter: Sakhisidima News - January 2023
- Government Gazette 48098: Earnings Threshold
- Government Gazette 48094: Minimum Wage

NB Assessment Instructions

ASSESSMENT INSTRUCTIONS

www.ecexams.co.za

Available at [https://www.ecexams.co.za/2023 Assessment Instructions.htm](https://www.ecexams.co.za/2023%20Assessment%20Instructions.htm)

- 17/2023: Change of subjects in Grades 10 and 11
- 15/2023: 2023 Grade 12 November NSC: Registration of learners
- 14/2023: Updated SBA requirements for the non-official languages

Minister Motshekga identifies education priorities in response to SoNA 2023

“Last week, President Cyril Ramaphosa addressed South Africans, highlighting government priorities during the State of the Nation Address (SoNA) at the Cape Town City Hall. This week, Cabinet, Ministers and Members of Parliament (MPs) had an opportunity to robustly debate the SoNA during a joint sitting of the National Assembly and the National Council of Provinces (NCOP) on 15 February 2023. Basic Education Minister, Mrs Angie Motshekga, responded to the SoNA, saying that, “improvements have been made in schools, the majority of which serve learners from our poorest communities and rural areas. However, more needs to be done to contribute the skills, knowledge, competencies, innovation, creativity, and attitudes that will build our nation,” she said, reflecting on priority programmes.

“**Early Childhood Development (ECD)** remains a priority. The Department of Basic Education (DBE), in collaboration with the World Bank, National Treasury, the Department of Health, and the Department of Social Development conducted a Public Expenditure and Institutional Review (PEIR). The purpose of the review is to determine the extent to which spending across departments and spheres of Government, is aligned with the ECD priority outcomes to strengthen public financial management, policy coordination and service delivery.

“**Children should learn to read with meaning by Grade 4, or the age of ten.** The Progress in International Reading Literacy Study (PIRLS) of 2016, indicated that most SA children do not yet reach this threshold; however, the situation has improved owing to increases in the availability of reading materials such as the DBE Workbooks. The Department has been providing training to Subject Advisors and Departmental Heads on the early identification of learning barriers, and teachers have also been provided with the Early Grade Reading Assessment tool (EGRA).

“Significant inroads have been made regarding **Science, Technology, Engineering and Mathematics (STEM)** to introduce new curricula, such as **Coding and Robotics and Marine Sciences**. The DBE has introduced 19 new subjects to the curriculum, to expose teachers and learners to a range of skills and competencies which will equip them for the 21st Century, including training teachers on Coding and Robotics. The **Three Stream Curriculum Model** is progressing well, strengthening the **Technical-Vocational and Technical-Occupational education**.

“Since its inception in 2020, the **Presidential Youth Employment Initiative (PYEI)** has created 850,000 job opportunities. By the end of Phase IV, which began this month, the PYEI will contribute more than 1.1 million job opportunities for young people.

“**School infrastructure remains a key priority and challenge.** The DBE, together with its provincial counterparts, has built 315 new schools; completed water supply projects at 1,259 schools and electricity supply projects at 373 schools. Approximately 2,500 schools have been supplied with age-appropriate sanitation facilities through the Sanitation Appropriate for Education (SAFE) programme; however, class size and overcrowding remain a challenge.

“**Addressing social ills in schools, such as bullying, gender-based violence (GBV), child pregnancy, alcohol, and drug peddling, the National School Safety Framework remains a strategic response.** The Care and Support for Teaching and Learning (CSTL) recognises that quality education can only be achieved if learners and teachers are safe and healthy, and if schools are caring and conducive spaces, free from violence. The DBE will also continue to strengthen the implementation of Comprehensive Sexuality Education (CSE) for learners to make informed decisions about sexuality and relationships, HIV/ AIDS and early pregnancies.

“In conclusion, the Minister said that, “**we must continue to expend our energies on our sector priorities; we must continue with the consolidation of ECD programmes; we must ramp-up the performance in all four phases of our schooling system; we must continue to improve the reading proficiency and numeracy of our learners; we must work with all our partners to consolidate the gains we have made in the Skills Revolution through the Three Stream Curriculum Model and the Fourth Industrial Revolution; and we must continue to strengthen the assessment regime of the system to ensure responsibility and accountability**”

Source: <https://www.education.gov.za/ArchivedDocuments/ArchivedArticles/Ministe-Motshekga-identifies-education-priorities-in-response-to-SoNA-2023.aspx>

5 Hot Topics in Education Right Now

Dr. Philippa Fabbri - Remedial Therapist and Education Consultant

1) CHATGPT:

During the year 2022, the world searched “Can I change?” more than ever before. From changing careers to seeking new outlooks on life, people were and are finding ways to reimagine themselves and reshape the world around them. Watch the 2 min short GOOGLE - A YEAR IN SEARCH 2022

<https://www.youtube.com/watch?v=4WXs3sKu41I>

You can explore more trends from the year 2022 here <https://yearinsearch.google>.

ChatGPT was launched in November 2022. It is the first notable public AI chatbot. You can ask it pretty much anything, but here are a few of its talents:

- Explaining a concept,
- Summarizing text,
- Comparing and contrasting two things,
- Giving directions for a task,
- And writing...anything from poems to stories to 4-paragraph essay responses.

What does this mean for educators?

I suppose schools can be reactive and ban its use, like some New York City schools have done, or we can be proactive and learn how best to utilize it in your classrooms. We can show colleagues how they can use it for lesson creation, as well as for practical learning activities that demonstrate how it can be a beneficial tool for student learning.

Here's a quick 5 min video on how CHATGPT works <https://www.youtube.com/watch?v=3ao7Z8duDXc>

2) HOW HAVE OUR CLASSROOMS CHANGED POST PANDEMIC?

In South Africa, school closures were announced on 18 March 2020, interrupting the learning of almost 17 million learners from pre-schools to secondary schools. Close to 2,3 million students enrolled in post-school education and training institutions were affected by the implementation of the strict lockdown rules.

While remote learning programmes were designed, this did not guarantee that the children participated in the instruction. According to a new report, “COVID-19 and barriers to participation in education in South Africa, 2020” released by Statistics South Africa, only 11,7% of schools offered remote learning options nationally. Most schools offered rotational options instead of remote learning and the urban-rural divide was prominent, as twice as many individuals were given the option of remote learning in urban areas compared to rural areas.

New educational policies and regulations, including the adjustment of the academic time-table, new teaching programmes, mode of delivery, catch up of the curriculum, health and safety measures as well as financial relief packages have been designed for the education sector, but the effect of the pandemic on areas such as early childhood education is apparent and the inequalities associated with access to digital connectivity of households have had major impacts on the access to quality learning.

What does this mean for educators?

Remove your superhero capes now and stop trying to “save” everybody. There are only 24 hours in a day and not all of those should be spent in “work mode”. You have a personal life and the line between school and home might need to be redrawn if it became blurry over the past year or two. Take back some control in the classroom and consider reworking your communication and engagement policy with parents. No more after hour whatsapp messages or immediate responding to emails. You might be struggling with trying to play catch-up, but at the end of the day, your health and well-being is way more important.

3) MENTAL HEALTH ISSUES

Long before the pandemic, pupils in most South African schools carried heavy psychosocial burdens and it was estimated that one in three people would be affected by mental health illness in their lifetime. Typically, these issues show up in poor school performance, with the system mostly unable (not necessarily unwilling) to help youngsters address these underlying issues of depression and anxiety.

While teachers are expected to support pupils in managing their emotional distress, they themselves are experiencing far higher stress levels. This is linked to much more intense work demands, coupled with illness, loss, anxiety, fatigue and fear associated with the greater possibility of contracting the virus, even now. Increased mental stress and anxiety in the education sector reflects a serious deterioration in mental health in the broader population. Anxiety at home, whether felt by the child or parent, filters back into the classroom and in the same vein, anxiety in the classroom filters back into the home.

It is important that there is a support structure built in so that everyone who arrives through the school gates every day, is embraced with a culture of care and compassion and that mechanisms are put in place to normalise vulnerability and reduce the risk of mental health.

What does this mean for educators?

Teachers should have a basic understanding of mental illness in order to grasp how trauma affects things like self-esteem, behaviour and interpersonal relationships. We really need to move away from the stigma and ignorance of trauma, towards normalising children's experiences associated with mental illness.

4) PARENT EXPECTATIONS

We are all emerging out of "survival mode" and trying to get on with our lives with the pandemic behind us and the long road ahead to wherever it is we are trying to go.

Parents were able to, possibly for the first time ever, step into the shoes of the teacher to experience first-hand, how teaching their child felt. This didn't just involve 1 or 2 hours at most doing homework, but now meant putting themselves more into their children's classroom.

This meant increasing their specific demands on schools, where some parents want to see their children's teachers adopting a softer, more empathetic touch, while others are expecting teachers to provide the same rigor and push for the progress they could count on before the pandemic.

Parents were also seen as part of the teaching team and so communication became vitally important to ensure that content and work flowed effortlessly between stakeholders. This "always on" mindset has resulted in the professional lines being somewhat blurred and after-hours messaging and emailing is just one of the issues that puts additional pressure on teachers.

We are well aware that all stakeholders in the educational arena have been negatively affected by COVID, making it important that parents and care-givers or guardians, as their children's guides, stay mindful of its effects on everyone involved and tread carefully when advocating for their children.

What does this mean for educators?

It might be necessary for schools to come up with a new way to establish the communication or engagement policy between parents, teachers and students, and if there wasn't one prior to the pandemic, workshop drawing one up with your SMT.

5) EMERGING MODELS OF EDUCATION

This is such an exciting time to be in. Students' learning environments can play a significant role in the quality of their education. In fact, all things being equal, the impact of moving a child to a classroom that's been optimized for learning (considering factors like lighting, layout, and design) can account for as much as 16% variation in student progress over the course of a year. Not to mention, if additional issues causing stress and anxiety are also removed or at the very least, reduced.

The most obvious education models that had emerged way before the pandemic were:

1. Hybrid learning - Where some students attend class in-person, while others join the class remotely.
2. Blended learning - Where all students receive a mixture of in-person and virtual/remote instruction.
3. Flipped classroom - Where students learn knowledge (e.g. reading, videos) at home and work on live problemsolving during class (a form of blended learning).
4. Hyflex learning - Where students are given choice in how they participate in hybrid or blended learning modes.

Trying to keep teaching and learning going strong during the lockdowns literally catapulted educators into trying something different and they would have been exposed to at least 1 if not all 4 of these models. While each model is slightly different, all are united by the belief that technology can optimize and enhance learning environments in new and meaningful ways.

Obviously the main obstacles for teachers in South Africa, was the very noticeable digital divide where having the devices and the internet, as well as quality content being delivered to the students, differed significantly depending on the area where the teacher was teaching. Key to the success of any future learning environment is how technology is applied, and the conditions required to use it meaningfully.

Experts believe getting this right is critical, and that future learning environments will likely vary depending on local context. This means moving away from a universal model of one kind of learning environment (traditional schools), to better account for the specificities of each school system — including funding, leadership, training, and ongoing support for administrators, teachers, and students.

But we are now seeing many more new learning opportunities for students on offer in the form of virtual schools, online schools, learning centres, hubs, and strong homeschooling networks. Parents are furiously searching for something different, and so they should.

What does this mean for educators?

Be the expert on how children learn best, be flexible in your approach and where possible, try to put systems in place that promote collaboration and team-work. There's the right schooling environment for every child. Every child can learn if the environment lends itself for that purpose.

Rita Pierson, a teacher for 40 years, once heard a colleague say, "They don't pay me to like the kids" and her response was: "Kids don't learn from people they don't like." Her famous quote was "Every child deserves a champion; an adult who will never give up on them, who understands the power of connection and insists that they become the best they can possibly be."

Watch the TEDtalk here that has had over 14 million views and then go and be the champion your students need.
https://www.ted.com/talks/rita_pierson_every_kid_needs_a_champion?utm_campaign=tedsread&utm_medium=referral&utm_source=tedcomshare

References:

1. https://www.nytimes.com/2023/01/29/upshot/parenting-survey-research.html?campaign_id=2&emc=edit_th_20230130&instance_id=84025&nl=todaysheadlines®i_id=48345074&segment_id=123898&user_id=b6798e8c3cdc4fa0fed4f26860d5a19e
2. <https://edu.google.com/future-of-education/>
3. <https://www.statssa.gov.za/?p=15197>
4. <https://www.news.uct.ac.za/article/-2021-08-24-youth-in-the-firing-line-of-covid-19-mental-health-pandemic>
5. <https://www.psychologytoday.com/za/blog/school-culture/202203/post-pandemic-school-culture-and-how-navigate-it>

Virtual Training – Courtesy of SAOU



Professional Development

SAOU

Register here: <https://bit.ly/SAOUwebinars>

- **27 Feb 2023:**
 - Om te lees moet ek weet wat dit vir my beteken (Intersen)
- **28 Feb 2023:**
 - Grade 11 Algebra building on Grade 10 foundation | Graad 11 Algebra voortbouend op Graad 10 fondasie
 - Post Level 1, SGB, Students, Werk Place Representatives
 - Posvlak 1, SBL, Studente, Werkplekverteenvoordigers
- **1 Mar 2023:**
 - DCAPS: Developing quality assessment tasks for DCAPS Life Skills (Inclusive Education)
 - DCAPS: Ontwikkeling van kwaliteit assesseringstake vir GKABV Lewensvaardighede
- **2 Mar 2023:**
 - ECD: Foundation Phase budget | VKO: Grondslagfase begroting

ATPs 2023 - 2024



ANNUAL TEACHING PLANS 2023 - 2024

www.eccurriculum.co.za/ATPs2023-2024.htm

<https://www.eccurriculum.co.za/ATPs2023-2024.htm>

MATHEMATICS

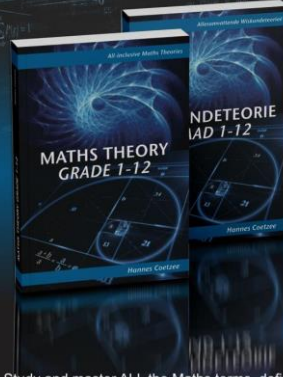
$x = \frac{-b \pm \sqrt{b^2 - 4ac}}{2a}$ | Wiskundeteorie
Maths Theory



Bestudeer en bemeester AL die Wiskundige terme, definisies en teorieë wat gekan moet word om van Graad 1 tot Graad 12 te vorder. Leerders, onderwysers en ouers kan enige tyd terugverwys na die basiese Wiskundige konsepte van die vorige grade.

Kontak: Hannes Coetzee
hannes@mathstheory.co.za
www.mathstheory.co.za

$x = \frac{-b \pm \sqrt{b^2 - 4ac}}{2a}$ | Wiskundeteorie
Maths Theory



Study and master ALL the Maths terms, definitions and theories that are needed to progress from Grade 1 to Grade 12. Learners, teachers and parents can refer back to the basic concepts of Maths from the previous grades at any time.

Contact: Hannes Coetzee
hannes@mathstheory.co.za
www.mathstheory.co.za

Vacant Posts

VAKATURE/VACANCY

LAERSKOOL ADELAIDE PRIMARY SCHOOL



DEPARTEMENTELE POSTE / DEPARTMENTAL POSTS

GR. R – 2 poste / posts

Aanstellingsdatum / Commencement Day: 1 April 2023

Medium van onderrig / Medium of Instruction: Afrikaans & English

Aansoek & volledige CV moet vergesel wees van / Attached to the application and complete CV :

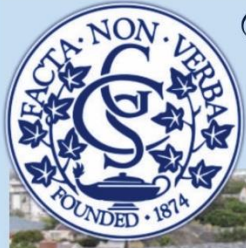
- * Erkende onderwyskwalifikasies / Acknowledged teaching qualifications
- * ID dokument / ID document
- * SACE sertifikaat / certificate
- * Getuigskrifte / Testimonial
- * Gr. 12 sertifikaat / certificate
- * Kode 8 bestuurslisensie / Code 8 drivers licence
- * Moet bereid wees om buitemuurs, sport en kultuur af te rig / Must be willing to coach extra curricular, sport and culture

Sluitingsdatum/Closing Date: 7 Maart / March 2023

Diensaanzaanvaarding / Starting Date: 1 April 2023

Die Skoolhoof / The Principal
Tel: 046 – 684 0161 / 084 5111 018
Posbus / PO Box 7, Adelaide 5760
Faks / Fax: 086 529 2635
E-Pos / E-Mail: adelprim@r63.co.za





Collegiate Girls' High School

leading school in Gqeberha



PHYSICAL SCIENCES AND NATURAL SCIENCES GRADES 8 – 12

(SGB position / possible Department of Education position)
effective **APRIL 2023 (negotiable)**

Applicants must have at least
three years' experience teaching Grade 12 Physical Sciences

Applications should include:

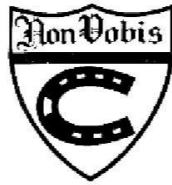
a full CV; other subjects offered; extra-murals offered; certified copies of qualifications; academic transcripts; SACE registration certificate; police clearance certificate and names of two contactable referees.

Submit online: https://www.collegiatehigh.co.za/about/staff_vacancies

Closing date: 28 February 2023

Please note: this is a re-advertisement of the position. Previous applicants need not re-apply.

CAMBRIDGE HIGH SCHOOL



GOVERNING BODY TEACHING POST

Mathematics Grade 8 – 12

To start A.S.A.P (negotiable)

Applications are invited from suitably qualified persons for the above post.

Applications, including a C.V. and contactable referees should be addressed to:

**Headmaster
P O Box 3072
CAMBRIDGE
5206**

Or email to posts@cambridgehs.co.za

The closing date for applications is

Friday, 10 March 2023

The successful applicant must be willing to assist with the extra mural programme

Only persons invited for an interview will be contacted.



West Bank High School

Hoërskool Wesbank

West Bank High School in East London requires the services of an experienced and suitably qualified educator for the following temporary SGB post to commence on 17 April 2023 and ending on 14 December, 2023.

Hoërskool Wesbank is n dubbelmediumskool en onderwysers moet klasse kan aanbied in BEIDE Engels en Afrikaans.

MATHEMATICS

(Grades 10 - 12)

A proven track record in Grade 12 Mathematics and Grades 10 & 11 Physical Sciences will be an advantage.

- Must be able to teach subjects in **BOTH** English and Afrikaans.
- Must be registered with SACE.
- Must be willing to participate fully in the extra-curricular programme of the school.
- State additional qualifications, subjects taught and experience.

Only short-listed candidates will be contacted.

The SGB reserves the right not to fill the position.

Please e-mail your CV, a copy of your ID, proof of qualifications, references and a recent police clearance to:

The Principal e-mail: office@westbankschool.co.za

CLOSING DATE: FRIDAY, 17 MARCH 2023



West Bank High School

Hoërskool Wesbank

West Bank High School in East London requires the services of an experienced and suitably qualified educator for the following temporary maternity SGB post to commence on 1 May 2023 and ending on 31 August, 2023.

Hoërskool Wesbank is n dubbelmediumskool en onderwysers moet klasse kan aanbied in BEIDE Engels en Afrikaans.

FOUNDATION PHASE (Grade 2)

- Must be able to teach subjects in **BOTH** English and Afrikaans.
- Must be registered with SACE.
- Must be willing to participate fully in the extra-curricular programme of the school.
- State additional qualifications, subjects taught and experience.

Only short-listed candidates will be contacted.

The SGB reserves the right not to fill the position.

Please e-mail your CV, a copy of your ID, proof of qualifications, references and a recent police clearance to:

The Principal e-mail: office@westbankschool.co.za

CLOSING DATE: FRIDAY, 17 MARCH 2023



LILYFONTEIN SCHOOL

The following Governing Body Post will exist for a suitably qualified and experienced candidate from April 2023

SPORTS OFFICER

Must be SACE registered

Manage all codes and organization and development of sport.

Coaching qualifications essential.

Physical Education

Closing Date : **Tuesday, 28 February 2023**

Please email your CV together with the following to qualify for consideration:

Please state position applying for in the subject line of the email

Letter of Application

Certified copies of coaching/officiating qualifications

Three contactable references

Certified copy of Identity document

Certified copy of SACE Certificate

Police Clearance Certificate

The successful applicant must be willing to assist with the extra mural programme

Addressed to: The Principal

vacancies@lilyfontein.co.za

If applicant has not been notified within 14 days, consider the position filled. Only short-listed candidates will be contacted. Thank you for your application.

THE GOVERNING BODY RESERVES THE RIGHT
NOT TO FILL THE POSITION.

In line with POPIA (Protection of Personal Information Act) we will attempt to ensure the confidentiality of all data collected. By submitting an application, you accept this disclaimer.



HOËRSKOOLO GRENS OOS-LONDEN

BEHEERLIGGAAMPOS: DRAMATIESE KUNSTE (GR. 10 tot 12) SKEPPENDE KUNSTE (GR. 8 tot 9)

Beginndatum:

12 April 2023

Sluitingsdatum:

24 Februarie 2023

E-pos volledige CV en bewys van gewaarmerkte
kwalifikasies na:

admin@grens.co.za

- Slegs persone wat vir onderhoude genooi word, sal gekontak word.
- Die Beheerliggaam behou homself die reg voor om nie die pos te vul as 'n geskikte persoon nie gevind word nie.

STREWE NA UITNEMENDHEID

LAERSKOOL HANDHAAF



VAKATURE

BEHEERLIGGAAMPOS

ONDERWYSER - INTERMEDIÊRE/SENIOR FASE TAALMEDIUM VAN SKOOL: AFRIKAANS

Aansoeke word ingewag vir die pos van onderwyser:

MELD VAKKE AANGEBIED

Diensaanvaarding: 1 April 2023

Bewese kennis van afrigting in rugby en krieket. 'n Kode 10 lisensie met 'n geldige PDP sal tot kandidaat se voordeel wees. Mak van rekenaarvaardigheid moet aangetoon word. Volledige aansoek met gewaarmerkte akademiese kwalifikasies en SACE bewyse moet ingehanding word by:

**Die Skoolhoof
Laerskool Handhaaf**

E-pos: kantoor@handhaaf.co.za

Sluitingsdatum: 24 Februarie 2023 om 12:00

Vir verdere navrae skakel 041 992 1423 of 076 454 8436

Ons behou die reg voor om die pos te heradverteer indien 'n geskikte kandidaat nie gevind word nie. Indien u nie binne twee weke na sluitingsdatum vir 'n onderhoud genooi word nie, kan u aanvaar dat u aansoek onsuksesvol was. Onsuksesvolle CV's kan binne twee weke daarna by die kantoor afgehaal word indien benodig.



COLLEGIATE GIRLS' HIGH SCHOOL

leading school in Gqeberha



PHYSICAL SCIENCES AND NATURAL SCIENCES GRADES 8 – 12

(SGB position / possible Department of Education position)
effective **APRIL 2023 (negotiable)**

Applicants must have at least
three years' experience teaching Grade 12 Physical Sciences

Applications should include:

a full CV; other subjects offered; extra-murals offered; certified copies of qualifications;
academic transcripts; SACE registration certificate; police clearance certificate and
names of two contactable referees.

Submit online: https://www.collegiatehigh.co.za/about/staff_vacancies

Closing date: 28 February 2023

Please note: this is a re-advertisement of the position. Previous applicants need not re-apply.



Maclear High School

MACLEAR, EASTERN CAPE

Intermediate/Senior Phase Teacher

(PERMANENT POST)

**Applications need to
meet the following criteria:**

**We are looking
for an
experienced
and
enthusiastic
intermediate/
senior phase
teacher**

- A recognised teaching qualification
- Must be SACE registered
- Have a police clearance certificate
- Must coach Rugby
- LOLT: English & Afrikaans

**Application to be sent via email
maclearhighschool@gmail.com**

by 28 February 2023

**Commencement
date:
12 April 2023**

Maclear High School reserves the right not to make an appointment. An application in itself does not entitle the applicant to an interview. If you have not heard from us then your application was not successful.



Laerskool Jeffreysbaai

Jeffreys Bay Primary

VAKANTE ONDERWYSPOS

Laerskool Jeffreysbaai benodig die dienste van 'n dinamiese, ten volle gekwalifiseerde opvoeder met toepaslike ondervinding om onderrig te gee.

Die volgende **Beheerliggaampos**:

Grondslagfase

Graad R Afrikaans / Engels

Datum van aanstellings: 12 April 2023.

Die volgende dokumentasie moet by die aansoek ingesluit wees:

Aansoekbrief (Meld jare toepaslike ondervinding), CV, gesertifiseerde afskrifte van kwalifikasies, identiteitsdokument en SACE – lidmaatskapsertifikaat.

Die skoolbeheerliggaam behou die reg voor om nie 'n aanstelling te maak nie.

Slegs suksesvolle kandidate sal gekontak word.

Handig volledige CV, met stawende dokumentasie, by die skoolkantoor in.

Geen e-pos sal aanvaar word nie.

Rig aansoeke aan: Die Skoolhoof

Navrae: 042 293 1343 (skoolure)

Sluitingsdatum vir aansoeke: 28 Februarie 2023 teen 14:00.

NB: Indien u nie binne twee weke na die sluitingsdatum gekontak word nie, beskou u aansoek as onsuksesvol.

Geen laat aansoeke sal oorweeg word nie.

"Our Future Begins Here"

HOËRSKOOL KAAP RECIFE GQEBERHA



VAKATURE: BEHEERLIGGAAMPOS

**Pos: FET Kwalifikasie (LSEN-ervaring 'n aanbeveling)
Afrikaans EAT (Graad 8-12)
Noem ander vakke en buitemuurs**

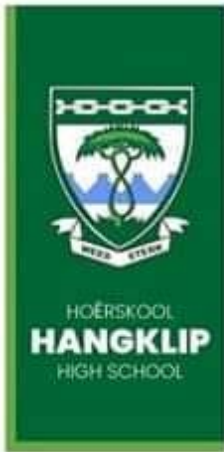
- Aansoeke sluit om 12:00 op Vrydag 24 Februarie 2023
- Vul van pos: April 2023
- Beheerliggaam behou die reg voor om nie die pos te vul nie.

Stuur 'n volledige CV met ten minste 3 verwysings en gewaarmerkte afskrifte van alle kwalifikasies, SACE sertifikaat en ID aan:

Die Skoolhoof,
Hoërskool Kaap Recife
Admiraltyweg 58
Summerstrand
Gqeberha
6001

Of

E-pos: admin@caperecifeschool.co.za



045 838 3552



admin@hshangklip.co.za



Olivierstraat / Olivier Street
Postbus 657 / PO Box 657
Koman, 5320

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

HOËRSKOOI HANGKLIP HIGH SCHOOL
QUEENSTOWN

WISKUNDE GR 8-12 / MATHEMATICS GR 8-12
Parallelmedium / Parallel Medium
MELD ADDISIONELE VAKKE / STATE ADDITIONAL SUBJECTS

VEREISTES / REQUIREMENTS

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

Aanvangsdatum / Starting date: 1 July/Julie 2023

Koshuisinwoning beskikbaar indien ongetroud
Hostel accommodation available for unmarried staff members

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

Doen aaspek by / Apply at:

Die Skoolhoof / ***The Principal***
Postbus 657 / ***PO Box 657***
Queenstown, 5320
Tel: 045 8383552, Faks / ***Fax: 045 8383553***
E-pos / ***Email: admin@hshangklip.co.za***

Sluitingsdatum: Vrydag 24 Maart 2023
Closing date: Friday 24 March 2023

(Indien u nie teen Vrydag 31 Maart 2023 gekontak is nie, moet aanvaar word dat die aansoek onsuksesvol was. / ***If you have not been contacted by Friday 31 March 2023, please assume that the application was unsuccessful***)

Vacant Post: Caretaker/Groundsman



PORT REX TECHNICAL HIGH SCHOOL

The following GOVERNING BODY POST exists for a suitably qualified/experienced candidate from
1 APRIL 2023

CARETAKER/GROUNDSMAN

REQUIREMENTS/RECOMMENDATIONS

- General Handyman skills
- Knowledge and Understanding of Electrical Systems and Wiring
 - Ability in woodworking
 - Plumbing skills
- Valid Drivers' Licence (Code 10 recommended)
 - Valid PDP (Passengers)
- Good people skills and 3RD language ability
- Dealing with the school's Service Providers
- Messaging and Deliveries (Dept of Education)
 - General Assistant management

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

CLOSING DATE FOR APPLICATION: TUESDAY 28 FEBRUARY 2023

Submit to: secretary@portrexths.co.za or
hand deliver to 55 Chamberlain Road, Vincent

If applicant has not been notified within 14 days, consider the position filled.
The Governing Body reserves the right not to fill the position.

In line with POPIA (Protection of Personal Information Act), we will attempt to ensure the confidentiality of all applications for this role. All reasonable measures will be in place to protect personal information which will be used in the recruitment, selection and reporting process. By submitting your application for this position, you recognise and accept this disclaimer.

CVs

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

NAME	SURNAME	QUALIFICATIONS	PHASE	SUBJECTS	AREA
Janette	Meyer	Higher Teacher's Diploma - Bloemfontein Teacher's College	Foundation / Grondslag, Intermediate / Intermediêr	English Home Language/First Additional Language Afrikaans Home Language/First Additional Language Mathematics Natural Sciences Social Sciences Mathematics Life Skills	Port Elizabeth (Gqeberha) and surrounding area / Jeffreys Bay
Dwayne	Deysel	B. Ed Intermediate Phase	Intermediate / Intermediêr, Senior	Mathematics and NS/Tech	Port Elizabeth Despatch Kariega
Nelisa	Mvuleni	Bachelor of Arts in English and Geography. PGCE	Foundation / Grondslag, Intermediate / Intermediêr, Senior, FET / VOO, School Admin Post / Administratiewe pos	English HL, English FAL, L.O, Social Sciences and Geography	East London, Grahamstown, Butterworth, Mthatha, Alwal North, King Williams Town, Queenstown, Tsolo, Mount Fletcher, Matatiele and Maclear.
Khanyisile	Dladla	Bachelor of Education in Foundation Phase Teaching	Foundation / Grondslag	English Home Language , Afrikaans First Additional, Mathematics and Life skills	East London and Port Elizabeth
Sinazo	Fanie	BEd FET Majoring in Accounting and Business Studies.	Senior, FET / VOO, School Admin Post / Administratiewe pos	Accounting, Business Studies, EMS, Life Orientation, Creative Arts	Anywhere in the Eastern Cape

For more information and contact details go to <https://bit.ly/CVdata>.
(Most recent entries appear at the bottom of the list.)

Available Teachers: Online CVs



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

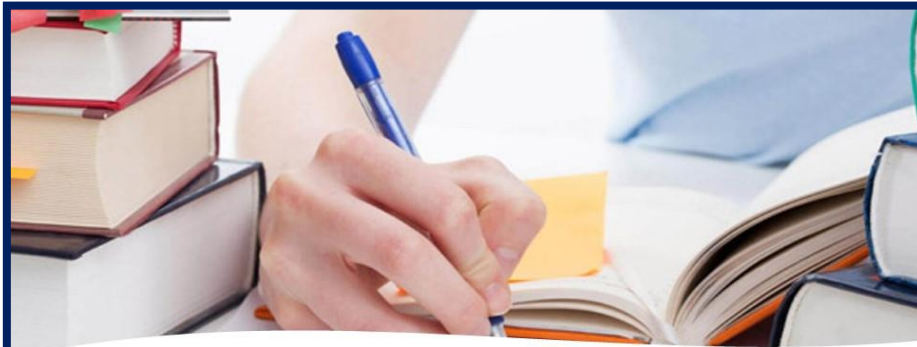
DEADLINE FOR SUBMISSIONS

This weekly newsletter is a **free** service to schools. Please distribute it electronically to all your colleagues.

Schools are invited to advertise their **vacancies** here and teachers looking for posts are welcome to submit their **resumes** online. (See the link at the top of the page.)

The deadline for contributions: **Thursdays at 13:00.**

HOOR HIER SERVICES



FREE
FOR LEARNERS,
TEACHERS AND
PARENTS

- **Examination Resources**
www.ecexams.co.za
- **Teaching and Learning Resources**
www.eccurriculum.co.za
- **Weekly Newsletter: Hoor hier**
<http://bit.ly/hoorhier>

Enquiries: Drik Greeff – 0837638327 or drik.greeff@gmail.com

“ Excellence is never an accident. It is always the result of high intention, sincere effort, and intelligent execution.”

~ Aristotle

- This is a private newsletter and it does not reflect the official views of the Department of Education.
- Drik Greeff assumes no liability for direct and/or indirect damages arising from requests from individuals or institutions to distribute information on their behalf.
- Contact details: drik.greeff@gmail.com