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INCLUSIVE EDUCATION: AUTISM

STRATEGIES FOR TEACHING MILDLY AUTISTIC LEARNERS IN MY CLASS



Inclusive education in South Africa necessitates an understanding of Autism or Autism Spectrum Disorder (ASD) among teachers. Autism is a lifelong developmental condition that affects how a person experiences the world around them. It primarily impacts social interaction, communication, and sensory processing. Educators require effective teaching strategies to support autistic learners within different classroom situations, fostering an inclusive learning environment for all learners.

IN AUTISTIC LEARNERS BEHAVIOURS MAY MANIFEST IN VARIOUS WAYS, INCLUDING:

● **Social Challenges:**

- Autistic learners might struggle to understand social cues like facial expressions and body language.
- They may find it difficult to make friends, participate in group activities, or take turns.
- They have difficulty making eye contact or maintaining conversations.

● **Communication Difficulties:**

- Some learners might be nonspeaking¹ or have limited verbal communication.
- Others might speak fluently but have trouble with conversation flow or express themselves clearly. They might also be very literal in their understanding of

¹ <https://www.guildhumanservices.org/blog/ask-expert-nonspeaking-vs-nonverbal-and-why-language-matters>

language.

- Some use repetitive language or echolalia (repeating words or phrases).
- Some learners have difficulty understanding abstract language or figurative speech.

● **Repetitive Behaviours:**

- Autistic learners might engage in repetitive behaviours like rocking, flapping their hands, or lining things up.
- They might insist on routines or rituals, becoming upset by changes in routine.
- They might also have intense interests in specific topics and become very knowledgeable about them. This fixation on particular interests or subjects may lead to the exclusion of other activities.

● **Sensory Processing:**

- Autistic learners can be over- or under-sensitive to sights, sounds, smells, tastes, or touch. This can lead to meltdowns or shutdowns in overwhelming situations.

TEACHING TIPS FOR TEACHERS:

● **Individualize**

- Use a learner's name before giving instructions.
- Every autistic learner is unique, but some might share similar struggles and need a little extra help in the classroom. The key is to tap into their passions and what they are good at. When they feel comfortable, they are more likely to open up. So, give them a chance to talk about the things they love whenever they're keen.
- An individual workstation can be of benefit.
- We should make reasonable changes to help with any issues regarding fine motor difficulties such as typing rather than writing, speech or text software.

● **Create a Structured Environment:**

- Establish clear routines and visual schedules to provide predictability and reduce anxiety.
- Use visual supports such as picture schedules, visual timetables, and visual cues to aid understanding.
- Do not penalize learners for behavioural variations that are typical of autism, like challenges with making eye contact or a preference for quieter surroundings over-crowded ones.
- Prepare learners for changes to their routine whenever possible.
- Speak to your learners using positive words. Instead of saying what you don't want them to do, tell them what you want them to do.

● **Provide Clear Instructions:**

- Offer simple, concise instructions using concrete language.
- Avoid open-ended questions and figurative language.
- Break tasks into smaller steps and use visual demonstrations to reinforce understanding.
- Create attainable goals for tasks, involve learners in discussions about these objectives, and encourage them to contribute their own ideas and targets to foster their engagement and motivation.

- Give your learners ample time to contemplate and digest requests or information before expecting a response.
- **Use Visual Supports:**
 - Incorporate visual aids such as visual schedules, picture cards, and visual cues to facilitate communication and comprehension. This caters to their visual learning style and reduces confusion.
 - Give examples of completed work so that learners can see the intended outcome of an assignment.
- **Promote Social Skills Development:**
 - Teach social skills explicitly through role-playing, social stories, and group activities.
 - Provide opportunities for structured social interactions and peer modelling to support social development.
 - Don't expect your learners to accept or return eye contact.
- **Offer Sensory Accommodations:**
 - Create a sensory-friendly classroom environment by minimizing distractions and providing sensory accommodations such as fidget tools (stress balls, sensory bands, or textured objects that can be manipulated to provide sensory stimulation), noise-cancelling headphones, or designated quiet areas.
 - Be mindful of potential sensory triggers in the classroom (bright lights, loud noises, etc).
- **Provide Positive Reinforcement:**
 - Use positive reinforcement and praise to motivate and encourage desired behaviours.
 - Recognize and celebrate small achievements, providing frequent feedback and encouragement.
- **Celebrate Differences:**
 - Create a classroom environment that celebrates diversity and understanding. Encourage empathy and acceptance among all learners.
- **Collaborate with Support Professionals:**
 - Work closely with special education professionals, therapists, and support staff to develop individualized education plans or behaviour intervention plans.
 - Regular communication and collaboration ensure coordinated support across all educational settings.

By implementing these strategies, teachers can create an inclusive learning environment where autistic learners can thrive alongside their peers. Tailoring instruction to meet the individual needs of each learner fosters a supportive and inclusive classroom environment.

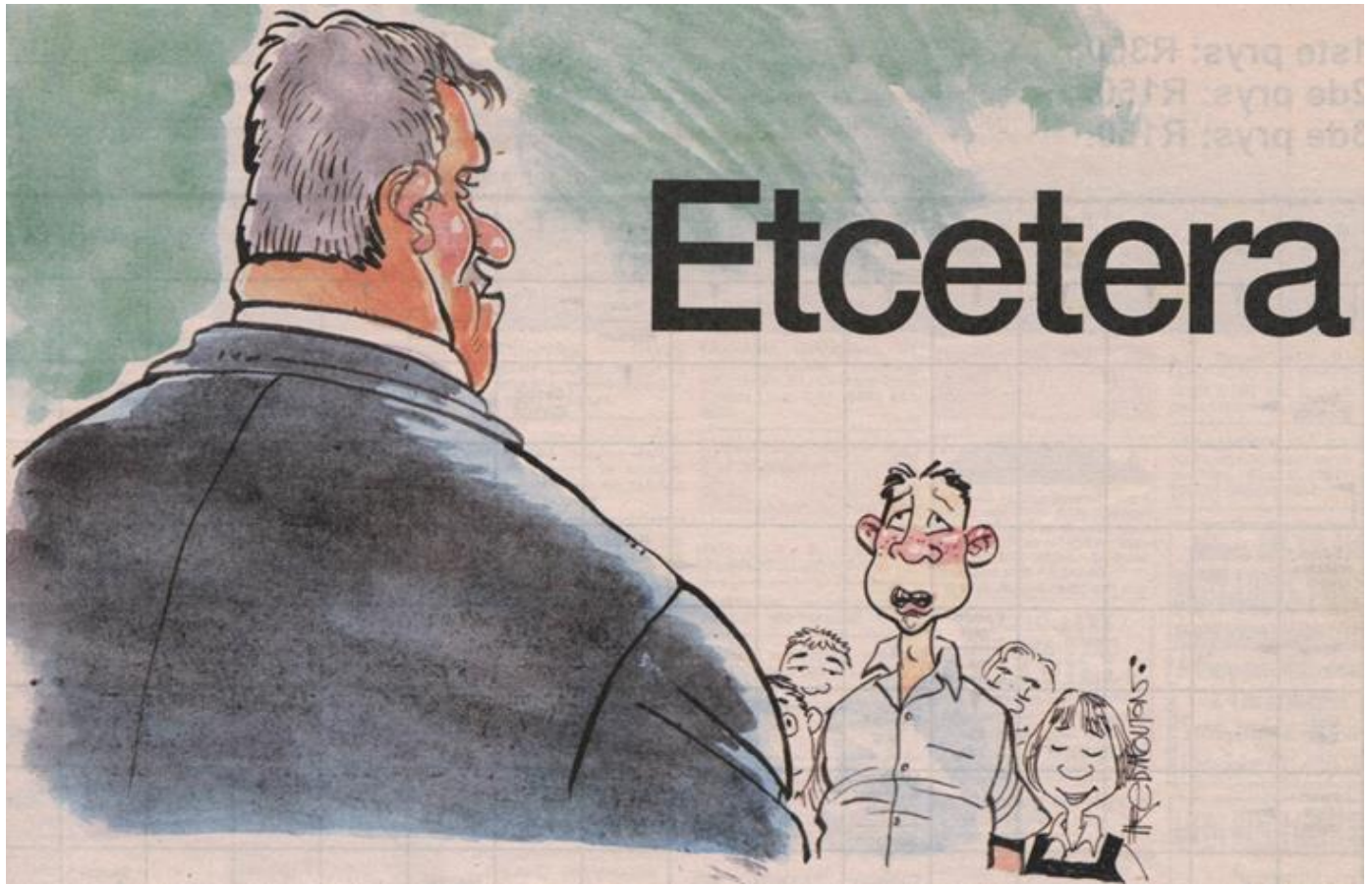
Recommended: [Please attend the SAOU webinars on Autism on 3 and 10 April 2024 listed below.](#)

Source: <https://www.twinkl.com/teaching-wiki/autism-strategies-for-teachers-to-use>

Website: <https://www.autismsa.org/>

World Autism Awareness Day, 2 April: <https://www.autismspeaks.org/world-autism-awareness-day>

Picture: <https://www.affinityhealth.co.za/what-is-autism-spectrum-disorder/>



Om veiligheidsredes is die name van mense en plekke wat genoem word effens gekamoufler, want sover ek weet, leef al die karakters nog. Boonop is die hoofkarakter nou glo nog gevaarliker as vantevore en dit sal heeltemal onnodig wees as iemand nou moet afsterwe.

Daar in Gordonia waar ek grootgeword het op Putsonderwater was Engels, soos hulle sê, ‘n vreemde taal. (Ja, daar is so ‘n plek. Gaan kyk maar op enige goeie kaart.) Daar was g’n tweede taal nie – net Afrikaans wat op die flaaiste manier gepraat is soos onse mense hom kan praat.

Om die waarheid te sê, ek was al in standerd ses (graad 8) toe ek vir die eerste keer agtergekom het Engels is eintlik ‘n gesproke taal. Dit was die dag toe die Engelsman daar by die koöperasie gestop het en verneem het na die pad Boegoebergdam toe. Eers het Oom Vleis van Zyl hom byna vrek gesukkel om die Engelsman te verstaan – en toe nog méér gesukkel om die Engelsman te laat verstaan hoe ‘n mens moet ry om op Boegoeberg uit te kom. Dit was omtrent ‘n deurmekaar ge-“is” en ge-“are”, maar die Engelsman het darem uiteindelik die regte koers ingeslaan. En toe het ons ook geweet hoe klink Engels, regte Engels.

Maar dis nie die eintlike storie wat ek wil vertel nie – ek verskaf maar net noodsaaklike agtergrond.

Ons oulike Engelse juffroujie het na drie kwartale besluit die wêreld is te warm vir haar en die kêrels te min en te koud. Nou nie dat haar Bolandse Engels so watwonders was nie, want ek wonder nou nog hoe het sy dit reggekry om tot in Engels te bry.

So kry ons toe aan die begin van standerd sewe ‘n sekere mnr. Minnaar om vir ons te kom Engels leer. Alhoewel hy ‘n Namakwalander was en jy soms lekker vir hom kon lag as dit nie jy was wat in die moeilikheid was nie, moes hy beslis ‘n ernstige dissipel van Hitler gewees het: Streng was nie die woord nie.

² Die storie het op 22 Junie 2003 in Rapport verskyn.

Hy het sommer gou-gou 'n bynaam gekry: "*Grip*". Die man het nie hande gehad nie, hy't kloue gehad. 'n Koppie en piering het hy nie soos enige ander normale mens gedra nie. Nee, hy het sommer die piering so bo-oor die koppie gevat en na sy koshuiskamer toe geloop. Vandaar die Engelse bynaam na aanleiding van sy hêngse greep op 'n koppie.

En sommer sy hêngse greep op kinders ook, want as *Grip* gepraat het, het jy gesprong – sommer gedriesprong. Veral as hy gesê het, "*I'll kill you dead, Vetkop!*"

Sy Engelse klasse is gevrees. Elke liewe oggend voor skool, elke pouse, elke LO-periode, elke Bybelperiode, elke moontlike beskikbare sekonde het ons Engels geleer.

Engelse idiome was 'n nagmerrie, want jy moes die idioom ken, die idoom kon voltooi én die betekenis ken. Na enige kant toe. En ai, die liewe *prepositions* darem, want hoekom kon 'n mens dan nie soos in Afrikaans sê: "*I ride with a horse.*" nie?

In ou *Grip* se klas het jy net twee kanse gekry. Hy het ons altyd op die ry af gevra. Ken jy die antwoord, kon jy sit, maar ken jy hom nie, was daar nog 'n laaste kans. Ken jy hom ook nie, kry jy 'n kruisie agter jou naam. En bewaar jou siel: Drie kruisies beteken drie van ou *Grip* se bestes kortpouse in die kantoor. En ek het vergeet om te sê: *Grip* was 'n groot man – met lang arms. Met 'n rottang het hy nie gespeel nie.

En dan was daar nog die ellendige ou "*Down to Earth*"-boekie ook. Ellelange Engelse oefeninge en lyste woordeskat en ellelange ellende vir ons.

En dis net hier waar die groot moeilikheid eendag begin het. Rassie was maar soos ons almal: nie baie fluks nie, nie baie slim nie én byna permanent op twee kruisies by *Grip*. Die derde kruisie en die pak slae het soos 'n swaard oor sy kop gehang.

Ons het dié dag weer 'n lang lys woordeskat gehad en ou *Grip* was weer sy intimiderende self. Hierdie keer was dit allerhande groentesoorte wat ons moes leer.

"*Liebenberg, wat is 'potatoes'?*"

"*Aartappels, Sir.*"

"*En Horn, wat is 'sweet potatoes'?*"

"*Patats, Meneer, ek bedoel Sir.*"

En so het dit al met die ry af gegaan. Daar was nie baie haakplekke nie, want groentesoorte was darem selfs vir ons nie te moeilik nie.

Totdat die lys aan sy einde gekom het en al een wat nog nie 'n vraag gekry het om te antwoord nie, was ou Rassie. Rassie wat heel agter in die klas gesit het en wat op twee kruisies gestaan het en nie baie lief was vir groente of hulle name nie.

Toe vra *Grip* vir Rassie die woordjie wat gewoonlik agteraan enige lys staan en sinspeel dat daar nog van dieselfde goed is, maar net nie genoem word nie.

"*Erasmus, sê nou bietjie vir my watter soort groente is 'etcetera'?*"

Ons het dadelik besef hier kom groot sports, maar ons het nie durf lag nie.

Rassie het bleek geword, want hy het geweet hier kom nou groot moeilikheid. Hy het so 'n paar slukke gegee, bleker geword en toe maar besluit om te raai, want miskien raai hy tog raak.

"*Meneer, ek is nou nie so seker nie, maar ek sou kon sweer dis so 'n kleinerige pampoentjie.*"

NEW PRINCIPALS' BULLETIN

VACANCY LIST: PRINCIPALS VOLUME 1 OF 2024

- www.eccurriculum.co.za/Bulletins.htm
- Closing Date: 19 April 2024
- 189 Posts



PROVINCE OF THE EASTERN CAPE
DEPARTMENT OF EDUCATION

NB! CIRCULARS NB!

CIRCULARS

www.eccurriculum.co.za/Circulars.htm

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

- Memo: Allocation of 264 Grade R Post Level 1 under Programme 5 - 2024 Academic Year
- Memo: Recruitment of Learner Support Agents, Learner Support Agents Supervisors and Social Work Graduates for the 2024/2025 Financial Year
- Memo: Payment of LAIS 1st Push Programme
- Memo: Payment of 2nd Tranche 2023/2024 Mop-Ups
- Memo: June/July Holiday Trainings
- OTP Letter: Prohibition of Officials from conducting Business with an Organ of State and Removal of Employees from the e-Disclosure System
- Memo: Appointment of School-Based Promotion Posts regarding SACE registration

Hoor hier-nuusbrief | newsletter: <http://bit.ly/hoorhier>

NB! ASSESSMENT INSTRUCTIONS NB!



ASSESSMENT INSTRUCTIONS

www.ecexams.co.za

Available at https://www.ecexams.co.za/2024_Assessment_Instructions.htm:

 20/2024: Grade 12 NSC/SC - May/June 2024 Examination Timetable

**NO. 1
EXAMINATIONS WEBSITE
FREE QUESTION PAPERS & MEMOS**

www.ecexams.co.za



INNOVATE & INSPIRE .24

ELEVATING MINDS, EMPOWERING TEACHERS



COME AND JOIN US!

We are thrilled to extend our warmest invitation to your esteemed school to participate in the upcoming Innovate & Inspire conference on 8 July 2024, an exciting education seminar aimed at celebrating and sharing innovative teaching practices. At Innovate & Inspire, our aim is to foster a vibrant learning community where educators come together to inspire and empower each other with their unique teaching approaches, whether they are technology related or not.

FOCUS OF THE EVENT

The focus of the event is on teachers sharing their valuable teaching experiences and ideas, providing a platform for open discussions, networking, and collaboration. We believe that your school's presence at the conference will be an excellent opportunity to showcase the exceptional teaching practices that have made your school stand out as a beacon of academic excellence in our region.



HOSTED BY HUDSON PARK PRIMARY

Hudson Park Primary School is a school in East London which has rich traditions, and yet is future-focused with a holistic approach to education. At Hudson, all children are given the opportunity to participate in all spheres of their education; sport, academic, cultural and pastoral, and those who wish to focus their talents in a particular area are nurtured.

We believe education at Hudson Park Primary encourages respect, loyalty, honesty, discipline, hard work and pride. We stand for sound, common values.

MEET THE GUEST SPEAKER FOR 2024



Jackson Tshabalala, an accomplished Engagement Manager, excels in strategic project leadership within the non-profit sector, focusing on education, skills, and enterprise development. Currently pursuing an MBA at Henley Business School, Jackson combines a solid foundation from a Post-Graduate Diploma and a BA in Industrial and Organisational Psychology and English Language Studies from Nelson Mandela University.

Recognized as one of the 200 Mail and Guardian Young South Africans in 2023 for his civil society contributions, Jackson's career is fueled by a profound passion for African development. He has led award-winning initiatives, notably the Tangible Africa project, introducing coding without computers. Known for fostering stakeholder relationships and managing cross-functional teams, Jackson is committed to reshaping Africa's narrative globally. His collaborative approach aims to bring about meaningful organizational and continental change.



INNOVATE & INSPIRE .24
ELEVATING MINDS, EMPOWERING TEACHERS

SAVE THE DATE
8 JULY 2024

Educators registration:
bit.ly/I2registration-teachers

Companies interested can
email kbush@hpps.co.za



TRAINING – COURTESY OF SAOU



Register here: <https://bit.ly/SAOUwebinars> or scan the QR code above.

- **9 April 2024**
 - SACE CPTD Orientation: All educators & especially Post Level 1 educators are welcome to attend this training session
 - Communicating assertively
- **10 April 2024**
 - AUTISM AWARENESS MONTH: Understanding the disorder: How to work on the social skills of learners with ASD part #2
 - Young Leaders: Innovative Leadership: Leadership: Born as one or shaped through skills? What are leadership skills? All Post Level 1 educators are welcome to attend this training session.
- **11 April 2024**
 - Managing of discipline in the classroom: All Foundation Phase & Gr R educators are welcome to attend this training session
 - Shaping teachers who shape the future: Generation Alpha in our classes & their parents
- **15 April 2024**
 - How play helps you decipher Coding and Robotics: All Foundation & Intersen educators are welcome to attend this training session
- **16 April 2024**
 - Passive, aggressive and assertive communication
- **17 April 2024**
 - Young Leaders: Innovative Leadership: Leadership in a diverse working environment & How technology can be used to your advantage. All Post Level 1 educators are welcome to attend this training session
 - AUTISM AWARENESS MONTH Understanding the disorder: How to work with learners who have Autism Spectrum Disorder (ASD) in an academic capacity part #3
- **18 April 2024**
 - Mathematics anxiety in the Foundation Phase
- **23 April 2024**
 - SACE CPTD Orientation: All educators & especially Post Level 1 educators are welcome to attend this training session
 - Having difficult conversations at work
- **24 April 2024**
 - 101 of contracts - Know your rights before you sign: All educators at independent schools are welcome to attend this training session
- **25 April 2024**
 - Brain gym for ECD and Foundation Phase learners

Please share

STUDY MATERIAL FOR LEARNERS

Guidelines, worksheets,
notes, videos, etc.

www.eccurriculum.co.za



ANNUAL TEACHING PLANS 2024

ANNUAL TEACHING
PLANS 2023 - 2024

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

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

Hoor hier-nuusbrief | newsletter: <http://bit.ly/hoorhier>

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VACANT POSTS

Voorpos Primary School

East London



Vacancy Term 3 2024

***Voorpos Primary School invites applicants for a
School Governing appointment for:***

Grade 6 and 7 Educator – Intersen Phase

Candidates should be:

- qualified to teach in the Intermediate and Senior Phase.
- able to teach all Intersen Phase subjects with an emphasis on: **English HL, Social Sciences, PSW and Phys Ed.**
- willing to become involved in the school's extra-mural programme. State which sport / cultural activities you offer.
- prepared to attend and assist at school functions.
- passionate about education.
- prepared to go above and beyond what is expected.
- committed to growing and developing as an educator.
- display good organisational skills.
- computer literate.
- SACE registered.

Applications should include:

- a cover letter
- CV
- copy of ID document
- copy of current academic transcript
- police clearance certificate
- proof of SACE registration
- two (2) contactable references

Applications to be emailed to principal@voorposprim.co.za

Closing date: Friday, 19 April @ 12:00



BLUEWATER BAY PRIMARY LAERSKOOL BLOUWATERBAAI

Child Education in Totality | Kinderopvoeding in Totaliteit

*Applications are invited for the following
Temporary Governing Body Post*

INTERSEN PHASE TEMPORARY GRADE 4 AFRIKAANS EDUCATOR

Language of instruction: Mainly Afrikaans, but must be fluent in English.
Subjects: All subjects in the INTERMEDIATE PHASE.
Extra-murals: Please state experience.

Please include the following in your application:

Certified copy of Matric certificate
Certified copy of Relevant Teaching qualification
Certified copy of SACE certificate / evidence of
pending registration
Contactable References

Starting date: 1 May 2024 – 13 December 2024

Send an application and a full CV to:
THE PRINCIPAL

Email: principal@bwbprimary.co.za

Closing date: Friday, 19 April 2024

*Only shortlisted candidates will be contacted for interviews. If you have not been contacted
within two weeks of the closing date, you may consider your application as unsuccessful.
Bluewater Bay Primary reserves the right not to make an appointment.*

Hoof/Principal: L.P. Venter. **A:** 12 Claude Crescent, Bluewater Bay, Gqeberha, 6210

T: 041 466 1680

F: 041 466 2143

E: Secretary@bwbprimary.co.za



COLLEGE HILL PREPARATORY SCHOOL

The School Governing Body invites applications for the following post

SUBSTITUTE MATERNITY POSITION

Foundation Phase Educator

Commencing 22 April – 24 August 2024

Requirements

- 4-year B. Ed Degree in Foundation Phase
- A cover letter (letter of intent)
- A curriculum vitae (CV)
- Contactable references
- SAPS Security clearance certificate
- SACE number
- Competent in English
- Have excellent administration and communication skills.
- Have knowledge of SASAMS
- Be computer literate and able to use technology effectively.
- Be competent and willing to participate fully in the co-curricular programme of the school.
- PDP would be advantageous to transport learners to events.

CLOSING DATE: 10 April at 13h00

COMMENCEMENT DATE: 22 April 2024

Submit your application, CV, certified copies of certificates and qualifications to: admin@chps.co.za
or College Hill Admin office

The Principal
27 North Street
Jansensdal
Kariega
6229

- No late applications will be accepted
- The Governing Body has the right not to proceed with the filling of the post.
- Only short-listed candidates will be contacted for an interview.
- Please consider your application unsuccessful should you not have received a response within 14 days.

All applications will be treated in strict confidence.



'n Afrikaanse skoolterrein wat as een van die bekendste en trotsste bakens van Oos-Londen hier aan die hartjie van die Ooskus floreer. Ons strewe daarna om uitblinkers vir die toekoms te vorm.

BEHEERLIGGAAMPOS

Met die moontlikheid van 'n departementele oorpasing.

ENGLISH HOME LANGUAGE & ENGLISH FAL (gr. 8 tot 12)

DIENSAANVAARDING

1 Julie 2024

SLUITINGSDATUM

15 April 2024

- Onderrigmedium: Afrikaans Huistaal
- Gepaste kwalifikasies en ondervinding
- SARO-registrasie is verpligtend.
- Meld buitemuurse aktiwiteite.



- 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.

E-pos volledige CV met gewaarmerkte bewys van kwalifikasies en ID na: admin@grens.co.za

Oos-Londen (Hoërskool Grens)



'n Afrikaanse skoolterrein wat as een van die bekendste en trotsste bakens van Oos-Londen hier aan die hartjie van die Ooskus floreer. Ons strewe daarna om uitblinkers vir die toekoms te vorm.

BEHEERLIGGAAMPOS

Met die moontlikheid van 'n departementele oorpasing.

FISIESE WETENSKAPPE (gr. 10 tot 12) NATUURWETENSKAPPE (gr. 8 tot 9)

DIENSAANVAARDING

1 Junie 2024

SLUITINGSDATUM

8 April 2024

- Onderrigmedium: Afrikaans Huistaal
- Gepaste kwalifikasies en ondervinding
- SARO-registrasie is verpligtend.
- Meld buitemuurse aktiwiteite.



- 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.

E-pos volledige CV met gewaarmerkte bewys van kwalifikasies en ID na: admin@grens.co.za

Oos-Londen (Hoërskool Grens)



WE ARE HIRING!

The SGB invites
you to apply:

SOCIAL
SCIENCES and
AFRIKAANS FAL
Educator

**GRADES: 8&9
required
urgently!**

**DEADLINE:
5th, April 2024**

Submit your CV:
grobbelaar@gmail.com
OR hand deliver to school
to Mr. A Wiltshire

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 effective 1 July 2024:

GET & FET MATHS TEACHER

The successful candidate should be:

- suitably qualified, experienced and SACE registered
- IEB experience and AP Maths would be an advantage
- 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.

Please e-mail a CV with two contactable references,
a letter motivating the application and a completed
EEA1 form available at www.priory.co.za to:

The Head of School at cv@priory.co.za
Closing date: Midday, Friday 5 April 2024
Enquiries 041 396 2800

SDPS is an Equal Opportunity Employer. The School reserves the right not to make an appointment. Please note that communication will be directed to short-listed candidates only. An application will not, in itself, entitle an applicant to an interview or an appointment. Should you not have been contacted within one month of the closing date, please consider your application unsuccessful.



WINTERBERG

HOËR LANDBOUSKOOL / AGRICULTURAL HIGH SCHOOL FORT BEAUFORT

TEACHING POSTS: Business Studies: Gr 10 – 12

EMS: Gr 8 & 9

Must be able to teach subject content in BOTH AFRIKAANS & ENGLISH

REQUIREMENTS: Recognised Academic qualification in the subject

Professional Teaching Qualification

SACE - registration

Sport Coaching

REMUNERATION: School Governing Body – negotiable

Possible accommodation available on school premises

DATE: 22 APRIL 2024 (TERM 2)

ENQUIRIES AND APPLICATIONS:

☎ 046 5550005 / Fax 086 603 6884

✉ amandac@winagric.co.za

🌐 www.winagric.co.za

CLOSING DATE: 17 APRIL 2024 @ 10:00

If you haven't heard from us by 19 APRIL 2024, your application was unsuccessful

RIEBEEK COLLEGE

Girls' High School



SGB vacancy for a qualified teacher with the relevant qualifications in the following subject area:

ENGLISH HOME LANGUAGE

GRADE 8 - 12

To assume duty on 22 April 2024

REQUIREMENTS:

- Relevant 3 year English Degree
- Teaching Qualification (PGCE)
- SACE registered
- Minimum of 5 years teaching experience
- NSC marking experience will be considered an advantage
- Applicant must be a South African citizen or permanent resident with working permit
- Must be fluent and fully competent in English
- Extra-murals are an expectation: please state
- PDP

CLOSING DATE: Friday, 5 April 2024

Only short-listed candidates will be contacted.

Hand in a detailed CV to:

The Principal, Riebeek College, North Street, Kariega

or email to: info@riebeekcollege.co.za



Laerskool Fort Beaufort Primary School

The School Governing Body invites all applicants for the following post:

Grade 1 Educator
(bilingual: Afrikaans & English)

The SGB post exists for a suitable qualified candidate
(asap)

Should you wish to apply, please submit via email:

- letter of application
- curriculum vitae
- certified copies of qualifications
- SACE registration certificate
- extra murals offered
- 3 contactable references

EMAIL: rethamalan30@gmail.com

Closing date: 14 April 2024

The SGB reserves the right not to fill this post. Applicants who have not been contacted by 18 April 2024, should assume that they have been unsuccessful.

SAKHISIZWE SENIOR SECONDARY SCHOOL

Enquiries : N.H. ZAMISA

Telephone : 041 023 0046

Cell. : 082 2972668

Email :
nobathembuzamisa05@gmail.com



P.O. Box 1
Kenako
Port Elizabeth
6207

22 March 2024

The above-mentioned school has 2 Permanent vacant posts. Applicants are invited to apply for the following posts:

1. IsiXhosa, History, Life Orientation Grade 8 -12
2. History, Geography, English Grade 8 -12

Requirements

- . Professionally qualified educator(s)
- . SACE registered
- . Certified copies of Academic transcripts (showing the above mentioned subjects)
- . Educator application form
- . CV and relevant certified documents
- . Tax clearance

Closing Date: 05 April 2024

Applications can be hand delivered to the school during school hours.

Regards

Mrs N.H. Zamisa (Principal)





WINTERBERG

HOËR LANDBOUSKOOL / AGRICULTURAL HIGH SCHOOL

FORT BEAUFORT

TEACHING POSTS: Business Studies: Gr 10 – 12

EMS: Gr 8 & 9

Must be able to teach subject content in BOTH AFRIKAANS & ENGLISH

REQUIREMENTS: Recognised Academic qualification in the subject

Professional Teaching Qualification

SACE - registration

Sport Coaching

REMUNERATION: School Governing Body – negotiable

Possible accommodation available on school premises

DATE: 22 APRIL 2024 (TERM 2)

ENQUIRIES AND APPLICATIONS:

☎ 046 5550005 / Fax 086 603 6884

✉ amandac@winagric.co.za

🌐 www.winagric.co.za

CLOSING DATE: 17 APRIL 2024 @ 10:00

If you haven't heard from us by 19 APRIL 2024, your application was unsuccessful

HOËRSKOOL MIDDELBURG HIGH SCHOOL



Skoolhoofpos: Hoërskool Middelburg. Posvlak 2

(Formele advertensie: Principals Bulletin Vol 1 of 2024/120)

Vereistes:

- Afrikaans Huistaal Gr.10 - 12 en/of Fisiese Wetenskappe Gr.10 - 12
- Senior Bestuurservaring in personeelbestuur, bemerking en finansies.
- Christelike waardes

HOËRSKOOL MIDDELBURG IS NÍ WAARDEGEDREWE SKOOL IN MIDDELBURG OOS-KAAP MET DIE VISIE: OM LEERDERS SE POTENSIAAL TE ONTWIKKEL DEUR MIDDEL VAN KWALITEIT ONDERRIG, GOEIE FASILITEITE EN CHRISTELIKE WAARDES.

**Sluitingsdatum:
19 April 2024**

Gebruik die hiperskakel bo-aan vir aansoeke

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

HIRE ME!



NAME	SURNAME	QUALIFICATIONS	PHASE	SUBJECTS	AREA
Getrude	Nyoni	Bachelor's in Education	Foundation / Grondslag	Life's kills, English, Zulu and Mathematics	Mthatha, East London
Mishca	Witbooi	Bachelor in Foundation Phase Teaching	Foundation / Grondslag	Afrikaans, English, Life Skills and Mathematics.a	Port Elizabeth, Somerset East, Graaff Reinet, Cook house, Cradock
Tashlyn	Jansen	BEd Intermediate phase	Intermediate / Intermediêr	Afrikaans Mathematics English EMS Life skills History Geography Natural science	Port Elizabeth
Eugene Christo	Viljoen	Bed Ip Intermediate phase teaching grade 4 to 7	Intermediate / Intermediêr, Senior	Natural Science , Technology , Social Sciences , Creative Arts . Pe , Psw , Life Skills , English Afrikaans HI And Fal , Mathematics , EMS , Any Subject In The Intersen Phase	Uitenhage , Despatch , Port - Elizabeth , Anywhere Else .
Jaco	Pieterse	BA Sportwetenskap en NOS	FET / VOO	LO 8-12, Toerisme 10-12, Biologie 8-9, Geografie 8-9	Port-Elizabeth
Anzau	Japtha	B.Ed intermediate phase and Higher Certificate in Business Practices and Principles.	Intermediate / Intermediêr	Sosiale wetenskappe, EMS, NS&TEG, PSW, L.O	Gqeberha, Uitenhage, Port Alfred, East London, Queenstown,

AVAILABLE TEACHERS: ONLINE CVs



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

RE-APPOINTMENT OF PREVIOUSLY RESIGNED EDUCATORS

Kindly take note of HRM Circular 4 of 2023: Re-appointment of previously resigned educators and those who had retired prematurely. It is available at <https://www.eccurriculum.co.za/Circulars.htm>

Managing the Unmanageable - A Teacher's Guide to Classroom Success -

➔ Read all these articles at <https://www.ecexams.co.za/CM.htm>

The following broad **categories and topics** are covered:

● Personal but professional

- ✚ How to get appointed in a new teaching job
- ✚ Do's & Don'ts for Newly Appointed Teachers: Navigating Colleagues, Learners & Principal
- ✚ Guiding the Novice: Nurturing Newly Appointed Teachers
- ✚ How to prepare for the new academic year
- ✚ How to be a respected colleague and a good friend
- ✚ How to plan and prepare for retirement
- ✚ The Two-Pot Retirement System

● Emotional Intelligence (EQ)

- ✚ How to Overcome Teacher Burnout
- ✚ Learners don't need a perfect teacher; they need a happy teacher
- ✚ How to stay motivated as a teacher
- ✚ Nurturing Emotional Safety for Teachers: Surviving and Thriving in the Classroom

● Proactive Classroom Control

- ✚ Embarking on a New School Year: A Teacher's Guide to the First Week
- ✚ How teachers can be effective classroom leaders
- ✚ Maintaining a positive classroom culture
- ✚ Establishing classroom rules and expectations
- ✚ Creating a Vibrant Learning Haven: Classroom Decoration and Design

● Managing Learners: Engage, Empower, Excel

- ✚ Autism: Strategies for teaching mildly Autistic Learners in my class

- ✚ Quality Education in Poor Communities: Empowering Minds in Adversity
- ✚ Building positive relationships with learners
- ✚ How to motivate and inspire learners
- ✚ Handling bullying and harassment
- ✚ Dealing with disruptive behaviour
- ✚ Navigating Subject Choices in Grade 10: Guidelines for learners
- ✚ What to say to learners at an Awards Ceremony

● Cool Teaching Tactics

- ✚ Mathematics Myth: Turning the Tables on Perceived Difficulty
- ✚ Making your Subject Irresistible to Learners
- ✚ If you are not having fun, you are doing something wrong!
- ✚ Encouraging critical thinking skills
- ✚ Incorporating the four predominant learning styles in teaching
- ✚ Teaching learners different learning and studying methods
- ✚ Using technology effectively in the classroom
- ✚ How do I determine the standard of my teaching
- ✚ How do I determine the effectiveness of my teaching

● Tips for Acing Exams

- ✚ How do I determine the standard of my assessment
- ✚ How to prepare learners for successful exam writing
- ✚ How to give feedback after an exam
- ✚ Encouraging Resilience and Growth: Supporting Learners after Exam Results

● Navigating the Principal's Office

- ✚ How to approach the principal with a new innovative, revolutionary idea for the school
- ✚ How to approach the principal with a grievance: Navigating rudeness and unfair treatment

● Parental Bridge Building

- ✚ Tears & Tantrums: Please help; my child does not want to go to school!
- ✚ What can teachers do to improve parental involvement in their school going children's education
- ✚ Dear Parents... (Open letter to parents)

● Vacation Vibes

- ✚ What teachers could do during the winter holidays
- ✚ Sun, Sand, and Self-Care: Summer Adventures for Teachers

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. Teachers looking for posts are welcome to submit their **resumes** online at <https://bit.ly/CVinfo>.

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

APRIL: AUTISM AWARENESS MONTH



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- **Contact details:** drik.greeff@gmail.com