



**QUICK
LINKS**

[Curriculum Website](#) | [Exams Website](#) | [Circulars](#) | [Question Papers](#) | [Vacant Posts \(Dept\)](#)
[Subscribe to Hoor hier](#) | [Manage the Unmanageable](#) | [Submit CV](#) | [Available Teachers](#)

- ▶ **Welcome Back!**
- ▶ **Tips for Beginner Teachers**
- ▶ **New Bulletins**
- ▶ **2024 NSC Examination Results**
- ▶ **Free Lessons for Coding and Robotics**
- 9 **Training Webinars – Courtesy of SAOU**
- ▶ **ATPs for 2025 (Updated)**
- ▶ **ATKV-skoolprojekte**
- 6 **Vacant Posts**
- 21 **CVs**
- 153 **Available Teachers: Online CVs**
- 72 **Managing the Unmanageable: A Teacher's Guide to Classroom Success**
- ▶ **Deadline for submissions**
- ▶ **Thought for the Week**

WELCOME BACK!



Dear Colleagues

Welcome back to a new school year filled with endless possibilities! Your unwavering dedication to shaping young minds is truly admirable, and we are excited to embark on another year of teaching, learning, and growth together. As we face the challenges and celebrate the triumphs that lie ahead, let us embrace the transformative power of education. Your passion, resilience, and innovative spirit play a vital role in shaping South Africa's future. May this school year be a canvas for inspiration, collaboration, and excellence. We wish you and your learners a year of discovery, curiosity, and success. Thank you for your steadfast commitment to education.

Some learners had a delightful and memorable break, while others have been counting the days to the reopening of schools, as for many, school is their safe and happy place. Instead of asking learners about presents they received or activities they enjoyed during the holidays, take a moment to **let them know how much you missed them and how happy you are to see them again**. A warm and welcoming start to the school year can set the tone for a positive and productive year ahead.

Below is a section specifically relevant to **beginner teachers**. It can be shared directly with them or included in an induction programme to support their transition into the teaching profession.

Warm regards

Drik Greeff

TIPS FOR BEGINNER TEACHERS



TIPS FOR BEGINNER TEACHERS – Drik Greeff

(Klik hier vir die Afrikaanse weergawe: <https://bit.ly/beginneronnies>)

1. CONGRATULATIONS

Congratulations! Your big dream of becoming a teacher has come true. Your dream is now your reality. A school is a melting pot of activities, and it is crucial to start off on the right path from the beginning. This will ensure that you experience job satisfaction and happiness.

Here are a few tips that experienced teachers would like to share with you:

2. ON PERSONAL LEVEL

Why did you become a teacher? This is an important question because you need to constantly remind yourself of this dream, this goal, and inspiration. It's the fire within you that you must keep burning brightly for the next 40 years to make your life's task, our wonderful teaching profession, a success.

Make a difference: You now have the opportunity and responsibility to positively change children's lives. As Malcolm Forbes rightly said, "... to replace those empty minds with open minds." Many successful people's future dreams will start in your classroom. So, seize the opportunity and make a difference in their young lives. It's undoubtedly the highlight of any teacher's career: to see how successful learners are as adults.

Children don't need a perfect teacher; just a [happy teacher](#). Happiness is not a fleeting emotion; it's a choice we make every day. By consciously focusing on our own well-being, building positive relationships and enjoying and creating the joy of teaching, we can create classrooms that are not just places of instruction, but safe havens for growth and shared happiness. Positivity is contagious

and in this way we instill a positive outlook in learners and make them happy. In short, the heart of education is the education of the heart.

3. THE PRINCIPAL

Always respect your school principal: School principals hold an important leadership position due to their competence and leadership skills. They have years of experience managing the complexities of school administration, curriculum development, and learner and teacher well-being. Their insights and guidance are invaluable.

Good communication: Keep the principal informed about your successes, challenges, and any student issues. Regular communication builds trust and fosters a collaborative environment.

Actively participate in school initiatives: Demonstrate your willingness to contribute to the school community by getting involved in activities, committees, or professional development opportunities.

Feedback and guidance: Don't hesitate to ask the principal for feedback on your teaching and suggestions for improvement. Be open to constructive criticism and guidance from the principal. Their insights can help you grow professionally.

Avoid unnecessary conflicts: If you have concerns, discuss them with the principal respectfully and professionally. Seek solutions through open communication and compromises.

Remember, the school principal is there to provide leadership and support. If you face challenges, reach out for assistance.

4. COLLEAGUES

Be a friendly colleague and good friend: You are now part of a team, and your positive contribution is crucial for the effectiveness and productivity of the team. Build positive relationships, as it is an essential element for a healthy team spirit and collaboration. Loyalty and respect are very important.

Identify a mentor/role model for yourself: Seek experienced educators whom you can approach for guidance and support. Their insights into the culture of the school, curriculum requirements, and classroom management can be invaluable.

Collaboration: Share lesson plans, teaching tips, and resources with colleagues. Collaborative planning can enrich your own teaching and benefit all learners.

Respect diversity of opinions: Public schools encompass a wide variety of teaching styles and philosophies. Listen with an open mind to your colleagues' advice and learn from their perspectives.

Volunteer and show that you are willing to learn and assist with school activities. Your colleagues will appreciate your help and be willing to return the favour when you need assistance.

Be friendly with administrative staff, the caretaker, and the cleaners: Treat them with respect, as they can either make your life much easier or more difficult.

Avoid gossipers, moaners, cliques, and negativity.

Staff room: Politely inquire where you can sit in the staff room. Staff members have their favorite spots where they relax during breaks. Connect with friendly and positive individuals.

Parking: Find out where you can park your car before accidentally occupying someone else's parking space, or worse, the principal's parking spot.

5. THE LEARNERS

Treat the learners as you would treat your own children because, for at least 200 days a year, you are, by law, *in loco parentis*, in other words, the surrogate parent while they are at school. So, love them, especially those children who deserve it the least.

Get to know them individually: Learning their names is a priority. Also, learn more about their interests, background, strengths, challenges, and learning styles.

Create a safe and inclusive classroom: Ensure that each learner feels respected and valued, regardless of their background or abilities. Promote open communication and address any [bullying](#) or discrimination promptly.

Set clear expectations and provide regular feedback: Communicate learning objectives, assessment criteria, and [class rules](#) clearly. Provide regular constructive feedback to help learners improve.

Be firm, fair, consistent, and show respect. Avoid favouritism, as it can harm your classroom morale and trust relationship with learners.

Be a bit strict with learners at the beginning of your career. It's almost impossible to tighten discipline later on.

Avoid biases regarding learners' abilities or personalities. Each learner has unique potential and challenges. Avoid stereotyping. Believe in second chances. Learners are still in the process of development and may make mistakes as their sense of consequences is not fully developed yet.

Believe in the power of "yet". There is a big difference between "I don't know the work." and "I don't know the work yet." The pace of learning varies from child to child. Don't write off a slow learner; it might just take them a bit longer to grasp the material. Every learner needs your support and guidance. Offer extra help to those who need it the most. A child who has to work hard to succeed will likely develop perseverance, which may help them make their career a success one day.

Be friendly but not friends. Greet all learners warmly but never become too familiar or establish personal relationships with them.

Never lose your temper, as you'll lose control of the situation. Avoid getting involved in public arguments with learners. Sometimes they can be challenging and try to provoke the teacher in front of classmates. In such cases, don't give them the opportunity or platform. One wrong word can ruin your career. If there is a disagreement, discuss it privately with the learner.

Praise someone publicly but reprimand them in private. This aligns with the above and is an important management principle, as well as for good interpersonal relationships.

Don't shout at children constantly. Raise your voice only when praising, not because you're angry.

Teach the children - not just the curriculum. Education is not only about subject knowledge, sports, and cultural achievements. It's about much more: the upbringing of a child into a balanced, happy adult. Much of the subject knowledge you teach them, they may forget. But they will never forget how you made them feel and the values you taught them.

Children love classroom routines. Be organized, plan ahead, and monitor the execution of assignments and celebrate highlights, successes, and good work. Be a true leader with class activities because it's your privilege and responsibility. Avoid impulsive actions, surprises, chaos, and mood swings. Even surprises should be creatively planned.

6. THE CURRICULUM

Start with a solid foundation: Be an expert in your field. Dig deeper than the textbook. Engage with different perspectives, real-world applications, and recent developments in your field. Your passion

and knowledge will inspire learners. Be honest as well: If you don't know something, encourage learners to help you search for the answer.

Know all relevant departmental curriculum and assessment policy documents so that you precisely understand what is expected of you departmentally. Consult regularly with your subject head and attend all departmental information sessions. Aligning your teaching with these departmental objectives requires focus and efficiency.

Develop an overview and sequence for the entire academic year. This involves planning which topics to cover and when to do so.

Divide the curriculum into manageable units or modules. This approach makes it easier to organize your teaching and makes the content more understandable for learners.

Prioritize learning objectives for each unit. Focus on the most important concepts and skills crucial for learners' understanding and future learning.

Link your subject matter to reality. This will make learners realize the value of the subject, stimulate their interest, and motivate them. This leads to a better understanding of the content.

Use different teaching strategies and methods. Make your teaching interesting and engaging. Variety is key: don't stick to one teaching method! Consider discussions, group activities, projects, simulations, games, storytelling, technology integration, and practical experiences. Also, accommodate different learning styles of children.

Exploit the four prominent learning styles: Four prominent methods tend to resonate most with learners: visual, auditory, kinesthetic, and reading/writing styles. **Visual learners** thrive on images, diagrams, and colors, absorbing information best by seeing. **Auditory learners** prefer explanations and discussions, effectively remembering spoken information. **Kinesthetic learners** learn best by doing, involving their body and movement in the learning process. Lastly, **reading/writing learners** perform with written text, understanding concepts through structured notes and explanations. Educators should therefore adapt their methods to help unlock the learning potential of all learners.

Prepare your lessons thoroughly and present them interestingly and enthusiastically. Thorough preparation and enthusiastic lesson presentation are crucial for an effective teaching and learning experience. This process ensures not only that the teacher has a solid understanding of the curriculum but also that the material is conveyed in an engaging and accessible manner. Maintaining an enthusiastic approach can capture the attention of learners, motivate them, and foster a positive atmosphere in the classroom, ultimately enhancing the learning process. So, show your passion and enthusiasm for your subject.

Class time is sacred: Never leave your class for trivial matters. You are legally obligated to supervise the learners and teach them. Breaks and free periods are there for meetings, calls, or appointments. Politely excuse yourself if anyone wants to encroach on your teaching time.

Get to know your learners: Understanding their prior knowledge, learning styles, and individual needs helps you adapt your approach and address any learning challenges.

Motivate and inspire the learners: Set goals and encourage them to achieve the goals. Celebrate their successes: Congratulate them on good work and display it, for example, in the classroom.

Marking of books: Stay up to date. The departmental assessment program is mandatory. Depending on the grade of the learners, it may not be necessary to mark all homework personally, but leave a footprint in all learners' workbooks and ensure their homework is done.

Reflection: Continuously reflect and ensure that your own, as well as learner objectives, are achieved. Examine the standard and effectiveness of your teaching and assessment. If things are good, pat yourself and the learners on the back; if not, adjust your plans and try again.

Seek support and collaboration: Don't be afraid to ask for help from experienced colleagues,

mentors, or educational resources. Collaboration can provide valuable feedback and new ideas.

End each lesson/day on a positive note. And a preview of the interesting work to be done next – almost like a teaser for a TV series.

Lifelong learning: Be patient and allow yourself to learn and grow as a teacher. Subject matter, technology, teaching, and learning methods are constantly changing, and as educators, we must not only stay informed but also stand at the forefront of development and implementation.

Enjoy the journey: [If you are not having fun, you're doing something wrong](#). With dedication and continuous improvement, you can create a positive and engaging learning experience for your learners.

7. PARENTS

Be positive towards parents and treat them with respect: Respect all parents, regardless of their financial or occupational status. Emphasize learners' strengths and progress, but even when discussing concerns, do so with respect and emphasize the collaboration between teachers and parents.

Educational partners: Consider parents as partners in the education process and [make them a part of it](#). Invite them to attend school activities and be involved.

Communication: Be willing to share information about classroom activities, progress, and any other important aspects of their children's school careers. Parent evenings are ideal opportunities to meet parents and discuss their children.

Accessibility: Be accessible to parents, whether through personal conversations, email, or other communication methods. Ensure they know that you are willing to address their questions and concerns.

Listen to concerns: Actively listen to parents' concerns and questions without interrupting them. Show empathy and demonstrate that you appreciate their input. Try to jointly find solutions to potential problems.

Positive feedback: Provide positive feedback on the progress and achievements of their children. This recognition builds a positive relationship between parents, the learner, and you as the teacher.

Resources: Inform parents about any additional resources or support materials available to enhance their children's learning. This may include extracurricular activities, additional reading material, or online resources.

Professionalism: Handle parents professionally and with respect.

Positive news and challenges: Don't only share positive news with parents, but also be honest about challenges or areas where the learner may need additional support. This helps promote cooperation between the school and the home.

Set goals and expectations: Establish clear goals and expectations for the class and share them with parents. They should have a clear picture of what to expect from you as a teacher and the classroom.

Respect diversity: Acknowledge and respect the diversity of families and parental expectations. Be sensitive to cultural, economic, and social differences.

Involvement in school activities: Encourage parents to get involved in school activities and projects. This involvement creates a sense of community within the school environment.

Celebrate learners' achievements: Celebrate the achievements of learners together with parents, whether they are academic, artistic, or sports achievements. This positive approach strengthens the

learners' self-esteem and motivation.

8. SPORT AND CULTURAL ACTIVITIES

The Importance of Extracurricular Activities: Extracurricular activities are of crucial importance in a child's education. They not only promote physical health through sports but also enhance social skills, character development, and creative expression through cultural activities. These experiences contribute to a holistic and comprehensive education and the shaping of the child's character.

Benefits of Involvement in Extracurricular Activities:

- **Building relationships:** Coaching a sports team or leading a club allows you to engage with learners outside the classroom. This promotes relationships and mutual understanding.
- **Discovering learners' strengths:** You can see learners in different environments, discover talents and interests that you might not see in the classroom.
- **Professional development:** Being involved in activities can expose you to new skills, leadership opportunities, and collaboration possibilities.
- **School community involvement:** Being part of extracurricular activities demonstrates your commitment to the school and its holistic development.

Considerations for your Involvement:

- **Knowledge, skills, and interests:** The allocation of extracurricular activities is usually done by the principal and the management team. Be honest from the beginning about the activities you are interested in and can contribute to, because it will make your involvement more satisfying and sustainable – for you and the learners.
- **School needs:** Study the school's existing programs and identify areas where you would like to be involved. Discuss it as soon as possible with the principal.
- **Start as a beginner:** Consider assisting established coaches before taking on a leadership role. This eases your transition and provides valuable learning opportunities.
- **Be a volunteer:** Offer your assistance in activities that interest you.
- **Teamwork:** It's not only the learners who play as teams; teachers also work together as a team. Plan together and seek advice from your colleagues regarding coaching and administrative issues.

9. YOUR CLASSROOM

The upgrade of your classroom from a sterile and uninteresting space to a vibrant and [stimulating learning environment](#) is key to promoting engagement and motivation among your learners. An engaging classroom creates a positive teaching and learning atmosphere that encourages creativity and provides visual support for subject matter.

Here are some tips on how and what to consider:

Clean and tidy: Before children leave the classroom during breaks or change classes, ensure that the furniture is neatly arranged, and there are no papers lying around. Also, make sure your classroom is cleaned at least daily. No one can feel at home in a dirty room among other people's mess. Pictures on bulletin boards should be securely fastened with enough drawing pins.

Choose a theme: Select an appropriate theme that aligns with the subject matter. Decorate the class with students' creations, photos, posters, maps, objects, etc.

Let the walls speak: Place motivational quotes, class rules, challenging spelling words, mathematical statements, and examples of students' work on bulletin boards. Even a large mural by artistic students or a map can be very fitting.

Furniture and classroom design: If possible, use different types of furniture and design the classroom to accommodate different types of activities, such as carpet work, a reading corner with cushions, group work, bookshelves, crates to store supplies safely and neatly, etc.

Utilize technology: Integrate technology into your presentations and also refer your learners to useful websites, mobile applications, and educational games that enhance teaching.

The decoration of your classroom is an ongoing process that should be adjusted regularly as the year progresses and learning content changes. However, it is worth the effort because it creates an interesting environment that motivates learners and stimulates the learning process.

10. DRESS CODE

Different schools have different dress codes for teachers. New teachers must therefore familiarize themselves with the rules as soon as possible and stick to them. This will probably support the professional image of the teaching profession, but will also be appropriate with regard to the academic and extracurricular activities that are offered. Professional dress enhances an educator's credibility and commands respect, but sloppy and provocative clothing does great damage to respect for teachers, discipline of the school and good staff/learner relations.

An easy guideline is the following: "When you sit or bend and there is something to see, go home and dress appropriately."

11. CODE OF CONDUCT

Work ethics is a set of personal standards that reflect a teacher's attitude toward their work. Teachers with a strong work ethic are highly motivated and consistently deliver work of high quality. They are always willing to go the extra mile to ensure that work is completed on time and successfully. (A school's code of conduct sets the minimum standards for all staff members to ensure professionalism and quality teaching among all teachers.)

Work ethic includes, among other things, the following ethical standards:

Integrity: Maintain honesty and fidelity in all professional interactions.

Respect: Treat learners, colleagues, and parents with dignity and fairness, recognizing diversity and individual differences.

Professional competence: Strive for continuous professional development to maintain and enhance teaching skills.

Confidentiality: Protect confidential information about students and colleagues.

Fair assessment: Conduct fair and impartial assessment, providing constructive feedback to the support learners' development.

Equality and justice: Promote equality by addressing the diverse needs of all learners, regardless of background or ability. Treat no one preferentially or unfairly.

Childcare: Prioritize the safety and well-being of learners and report any concerns immediately. Be aware of the content of the Children's Act.

Professional boundaries: Maintain appropriate professional boundaries with learners and avoid any behavior that may be deemed inappropriate.

Compliance with policy: Follow school policies and guidelines, apply them consistently, and ensure compliance with ethical and legal standards.

Positive role model: Act according to ethical and moral values and serve as a positive role model

for learners.

Transparency: Communicate openly and honestly with learners, parents, and colleagues about educational practices and expectations.

Collaboration: Work collaboratively with colleagues as a team for the benefit of learners' learning experiences.

Respect for time: Be punctual at all times and respect deadlines.

Good interpersonal relationships and manners: Teachers, the educational leaders in our country, should be exemplary in excellent interpersonal relationships as it is part of the educational process.

Private life: Teachers are public figures, and how they behave in their private capacity, as well as the content they post on social media, must pass the test of appropriateness and not damage their professional image.

The Code of Professional Ethics: This is the mandatory set of Ethical Standards imposed on all teachers in South Africa by the South African Council for Educators (SACE). Please familiarize yourself thoroughly with it. It is available at <https://www.sace.org.za/pages/the-code-of-professional-ethics>.

12. PERSONAL FINANCES

It's so satisfying to earn your own salary, but a beginner teacher faces financial challenges. You're no longer a student, and suddenly, you must take full financial responsibility for your life. It's a delicate balancing act of potential student debt, basic expenses like accommodation, and life necessities on one side, and a beginner's salary on the other. The skilful management of your personal finances is, therefore, crucial. Here are some tips:

Departmental appointment: Most teachers start as governing body appointments, but it's crucial to do everything in your power to be appointed departmentally. The salary is often better, as well as the significant benefits like a pension fund, medical aid subsidy, and a housing subsidy.

Budgeting: Create a personal budget each month for incomes and expenses. Identify fixed and variable expenses to better manage your financial situation. Ensure your budget balances, and stick to it.

Live within your means: Adjust your lifestyle to your income. Cut your coat according to your cloth, in other words, don't live beyond your means. A beginner starts low and not where your parents were at the end of their careers. Don't try to keep up with the Joneses. Don't compete with friends or try to keep up with cars, furniture, and houses. Live and dwell as cheaply as possible and save as much as you can at the beginning of your career, especially before you get married and start a family.

Avoid debt: Never finance your lifestyle by borrowing money. Rather save before making a purchase, as it is much cheaper than debt.

If you must take on debt, limit it to the minimum. Pay your credit card and other debt on time to avoid high interest rates and a bad credit record.

Real estate: This is the only "good" debt one should have, as it is a long-term investment whose value increases over time. However, try to pay it off as quickly as possible, as the savings are significant.

For example, if you plan to pay off your home loan of R1 million over 20 years, you'll pay almost R1.5 million in interest at the current interest rate of $\pm 11\%$. If you pay an extra R1,000 per month, you save almost R470,000, and you pay off the house in 15 years.

Make sure your house is paid off by the time you are around 50 years old, as this is usually when your children go to university and get married.

Retirement planning: Retirement planning doesn't begin five years before you retire. No, that is hopelessly late. Retirement planning should begin on the very first working day of your life. Start early, even as a governing body teacher, because even a small contribution can grow significantly over a long period. Rather too much too soon, than too little too late, as you get the benefit of compound interest. A reliable, registered financial advisor should be able to provide you with good advice.

Government Employees Pension Fund (GEPF) is an excellent pension fund, but one must keep in mind that the size of your pension depends on factors like:

- Length of uninterrupted pensionable service. Therefore, get a departmental position as soon as possible and hold a departmental position for as long as possible.
- The average salary of the last 24 months of service. People in promotion posts should have a larger pension than post level 1 teachers if they have the same number of years of service. Plan your career, make sure you improve your qualifications, and apply for suitable promotion posts.

Pay yourself first: Decide on an amount you want to invest monthly as a long-term nest egg, for example, 5% of your income. Start investing in a diversified portfolio. Consult a financial advisor to discuss the best plan for your situation and arrange with the bank for it to happen automatically.

Create an emergency fund: It can be about 1-3 months' salary. It can serve as a financial safety net and prevent you from going into debt during emergencies. Unexpected expenses are like a car breaking down, tires needing replacement, a washing machine, or a fridge breaking.

Essential expenses first: Prioritize essential expenses such as food, accommodation, and medical costs before making non-essential purchases.

Tax-free investments: Currently, you can invest R36,000 per year tax-free up to a maximum of R500,000. This excellent benefit is mainly for long-term investments.

Continued education: Improve your qualifications and attend professional development opportunities. It can not only broaden your knowledge but also enhance your career prospects and financial position ultimately.

Insurance: Research and obtain selective insurance, such as a Medical Aid.

Be cautious of money-making schemes: Extraordinarily high returns are not possible. Do your own research on investments and don't risk your hard-earned money on dubious schemes. Invest only with approved financial institutions. And avoid gambling.

Financial literacy: Improve your financial literacy. Read books, take courses, and stay informed about financial news and trends.

People and their circumstances are unique. Therefore, adapt these tips according to your personal needs to enjoy financial security.

13. GENERAL TIPS

Support System: Beyond the school environment, your family and friends are your most important support system. Cherish those connections.

Professional Support System: Join an Education Union for professional support. The South African Teachers' Union ([SAOU](http://www.saou.org.za)) is a union that provides excellent support services, as well as professional development services.

Also consider joining subject groups on social media, but never forget to consult your colleagues first when you need help.

Essential Documents: It is crucial to have a thorough understanding of all national and provincial

education legislation and policy documents, as well as the school's own policy documents and rules.

The most important documents to study immediately include:

- The [Curriculum and Assessment Policy Statements \(CAPS\)](#)
- The [Personnel Administrative Measures](#) (PAM) containing all service conditions.
- The [Annual Teaching Plans \(ATPs\)](#) released annually.

Use a diary: Keep track of important dates and deadlines.

Healthy Lifestyle: Maintain a healthy lifestyle because a healthy body houses a healthy mind. If you are fit, you will have enough energy to successfully tackle the daily challenges in the classroom and elsewhere.

If it is to be, it is up to me: These ten 2-letter words are the key to the success of your teaching career: Everything is 100% in your own hands. You are already trained, and now with the necessary motivation, dedication, and positive attitude, you are fully equipped to make your career a huge success.

We wish you all the best and a successful career.

Hoor Hier Education Services: Your consulting education partner offers the following free services:

- The weekly Hoor Hier educational newsletter: <https://bit.ly/hoorhier>
- The Examinations Website: www.ecexams.co.za
- The curriculum website: www.eccurriculum.co.za
- Manage the Unmanageable: A Teacher's Guide to Classroom Success: www.ecexams.co.za/CM.htm

NEW BULLETINS



BULLETINS: VACANT POSTS

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

- Advert 4/2024/5: **Addendum and Errata** - Non-teaching Support Staff Vacancies within Schools in the Eastern Cape - Closing Date: 31 January 2025
- Advert 4/2024/5: **Extension of Closing Date** - Non-teaching Support Staff Vacancies in Schools within the Eastern Cape - Closing Date: 31 January 2025

2024 NSC EXAMINATION RESULTS

Matrics may go to this website to find out how to register to receive their results via mobile phone:

https://www.ecexams.co.za/Exam_Results.htm

FREE LESSONS FOR CODING AND ROBOTICS

Free lessons for Coding and Robotics

Listen to a radio interview with Prof Jean Greyling from Nelson Mandela University. They will be distributing weekly free lessons from Grade R to 7.

<https://omny.fm/shows/op-en-wakker/tegnologie-met-blaine-9-januarie-2025>

For more information: <https://is.qd/ZUIScp>

Gratis lesse vir kodering en robotika

Luister na 'n kort RSG onderhoud met Prof Jean Greyling van Nelson Mandela Universiteit. Hulle gaan weekliks gratis lesse uitstuur vir Graad R tot 7.

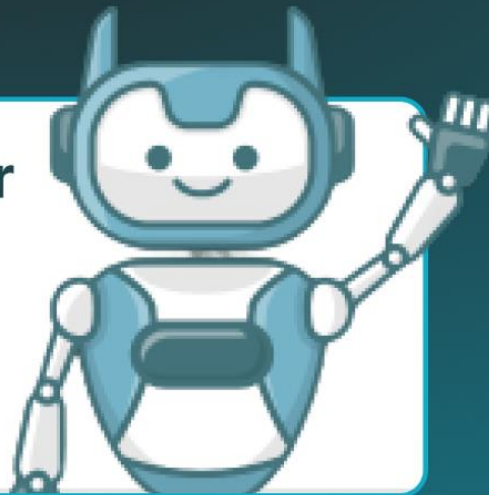
<https://omny.fm/shows/op-en-wakker/tegnologie-met-blaine-9-januarie-2025>

Vir meer inligting: <https://is.qd/ZUIScp>

Teacher Support Chatbot

December 12, 2024

Welcome To Our
CAPS Teacher
Support!



As part of the Tangible Africa Teacher Support Program, a WhatsApp Chatbot was launched this week. This innovative tool will play a pivotal role in providing weekly lessons to teachers from Grade R to 7, preparing them for the future implementation of the new Coding and Robotics curricula.

Vir meer inligting: <https://is.qd/ZUIScp>

TRAINING – COURTESY OF SAOU



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

14 January 2025

- Looking after your own well-being when life is moving fast
Focus: All educators
- Maintaining a good routine and healthy boundaries
Focus: All educators

22 January 2025

- HOW TO...deal with the neurodivergent child in your classroom
Focus: Mainstream -, LSEN teachers & therapist

23 January 2025

- PLAN for 2025...personal well-being and professional growth
Focus: ECD & Foundation Phase educators

27 January 2025

- The use of technology in the classroom for assessment and administration
Focus: Intersen & FET Phase

29 January 2025

- HOW TO... keep your identity as an independent school but also embrace diversity
Focus: Educators in Independent Schools, Post Level 1, Managers, Owners, members of Boards & the ECD sector

30 January 2025

- Assessment and SBA in Gr R
Focus: Grade R educators

3 February 2025

- The use of WhatsApp in teaching, assessment and administration, with emphasis on Channels and communities
Focus: Intersen & FET Phase

5 February 2025

- HOW TO... help children deal with bullying through the means of emotional regulation
Focus: Educators in Post Level 1, Beginner -, LSOB teachers & therapists

ANNUAL TEACHING PLANS 2025

[Home](#) | [Feedback](#) |

See DBE Circulars [S15 of 2024](#) and [S33 of 2022](#) regarding 2025.

ATP Documents

[Foundation Phase](#)

[Intermediate Phase](#)

[Senior Phase](#)

[FET Phase](#)

More information and updates available at <https://tinyurl.com/DBE-ATPs>

CAPS Documents

[Foundation Phase.](#)

[Intermediate Phase.](#)

[Senior Phase.](#)

[FET Phase.](#)

More information and updates available at <https://tinyurl.com/DBE-CAPS>

ATKV-SKOOLOPROJEKTE

<https://atkv.org.za/neem-deel/>

Kultuurprojekte

APPOUS
DEBAT
KLETSKRING
JEUGLEIERSIMPOSIUM
REDENAARS
TIENERTONEEL
TJOKKERTONEEL
SÊR

DigiProjekte

DIGIKUNS
DIGIPRAAT
DIGISKRYF
DIGISPANPRAAT
DIGISPEL
DIGITONEEL



Taalprojekte

AFRIKAANS VIR ALMAL
SKRYFSKOOLO
VRIENDE VAN AFRIKAANS
AFRIKAANSE OLIMPIADE
BETER AFRIKAANS
FILMVERSE

Hope Schools



Hope Schools Vacancy

Hope Schools (Little Sparklers Educare, Hope Preparatory and Hope College) is a Christian school situated in Dawn.

Applicants are invited for the following post effective January 2025:

LEARNERSHIP POSITION:

1. Foundation Phase

The successful applicants must be a competent, caring, compassionate and committed Christian professional, willing to “go the extra mile” for the children and be part of a dynamic team offering first world education. The applicants must currently be studying towards a teaching qualification.

Applicants must submit their **letter of application** accompanied by Curriculum Vitae, proof of registration at university, 2 testimonials and temporary SACE document. These must be submitted to hopeschoolsvacancies@gmail.com for attention Mr. Nigel Raw by Tuesday 14 January 2025.

Please note that only short-listed applicants will be contacted. If you have not heard from the school by the 20 January 2025, please assume that your application was unsuccessful. Hope Schools reserves the right not to proceed in filling this post should such a position arise.

Hope Schools in line with POPIA (Protection of Personal Information Act) will attempt to ensure the confidentiality of all applicants for this role. All reasonable measures will be in place to protect personal information but will be used in the recruitment, selection, and reporting process. By submitting your application for this position, you are recognising and accepting this disclaimer.

JOB VACANCY

GRADE 8-12
AFRIKAANS HL / FAL
EDUCATOR
SGB POST

**DORDRECHT
HIGH SCHOOL**



045 943 1012



Dordrecht, Eastern Cape

Requirements:

- Language of instruction: Afrikaans
- Complete CV
- Certified professional qualifications
- Certified academic qualification
- Certified copy of matric certificate
- Certified copy of ID
- Certified copy of SACE certificate
- Police clearance

ASSUMPTION OF DUTY: 01 FEBRUARY 2025

CLOSING DATE: 20 JANUARY 2025

APPLY NOW: principaldhs@lcom.co.za



Hoërskool Cradock High School (Dubbelmedium – Afrikaans/Engels)

Die Beheerliggaam beoog om 'n
gemotiveerde, dinamiese en
gekwalfiseerde onderwyser aan te stel.

**Vakante
Beheerliggaampos – moontlikheid
van Departementeel**

Rekenaartoepassings- tegnologie (RTT)

- Rekenaarstoepassingstegnologie (RTT) (10-12)
- Meld ander vakke

MINIMUM VEREISTES:

- ♦ *Professionele Onderwyskwalifikasie (VOO/NGOS)*
- ♦ *SACE geregistreerd*
- ♦ *Meld buitemuurse aktiwiteite*
- ♦ *Afrikaans EN Engels magtig (albei op Graad 12-vlak)*
- ♦ *Moet in Afrikaans en Engels kan onderrig*

Kompeterende vergoedingspakket

Die onderhoud en aanstelling berus by die
Beheerliggaam.

Dien aansoek per e-pos in by:
aansoeke@cradockhs.co.za

Sluitingsdatum:
31 Januarie 2025

Aanvangsdatum:
1 Maart 2025

Indien u teen 14 Februarie nie gekontak is nie,
kan u die aansoek as onsuksesvol beskou

TEACHING POST AVAILABLE

COMMENCEMENT OF DUTY: As soon as possible

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

POST 1

FET & SENIOR PHASE

LIFE SCIENCES (GR 10–12) & NATURAL SCIENCES (GR 8 & 9)

Please indicate the **post number** you are applying for. This is post number 1.

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
15 JANUARY 2025

E-mail your CV to:
principal@lgaa.co.za



Enquiries: Mrs. H. Prinsloo 073 900 2989 (WhatsApp only)

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

www.lgaa.co.za

Lady Grey Arts Academy

ADMIN POST AVAILABLE

COMMENCEMENT OF DUTY: 1 February 2025

The Lady Grey Arts Academy awaits applications from a suitably qualified financial secretary with the following responsibilities:

FINANCIAL SECRETARY

- Financial Management
- Debtors and Creditors
- Debt Collection
- General School Administration

CLOSING DATE FOR APPLICATIONS
17 January 2025



Minimum requirements

1. Qualified and experienced (5 years) in Bookkeeping and Financial Management.
2. Solid understanding of SARS (UIF, PAYE, etc.)
3. Computer literate.
4. Adheres to telephone etiquette.
5. Fluent in Afrikaans and English. (Xhosa as an added advantage).
6. Possesses good interpersonal skills and human relations.
7. Capable of working in a team and under pressure.

E-mail your CV to: principal@lgaa.co.za

Enquiries: Mrs. H. Prinsloo 073 900 2989 (WhatsApp only)

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

www.lgaa.co.za

Lady Grey Arts Academy



Volkskool  Graaff-Reinet

Vakante pos : 2025

Bemarker

& Fondswerwing

Kwalifikasies / Ervaring:

- Kwalifikasie in Bemarking/Grafiese ontwerp
- Ervaring in bemarking en bestuur van sosiale media platforms
- Vorige ervaring in skoolomgewing sal voorkeur kry

Inhandiging van aansoeke

- Volledige aansoeke kan gestuur word aan volksies@hvsgrt.org.za
- Aansoeke sluit: 15 Januarie 2025
- Slegs persone wat na die onderhoud genooi word, sal gekontak word.

Hier is jou kans!
Word deel van die beste Afrikaanse, plattelandse skool!

CVs: <https://bit.ly/CVdata>

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

NAME	SURNAME	QUALIFICATION S	PHASE	SUBJECTS	AREA
Sanchellen e Nell	Nell	Higher Certificate in Event Management Bachelor Degree in Teaching Intermediate Education Phase	Intermediate / Intermediêr	English Home Language/ FAL Afrikaans FAL Mathematics Natural Sciences and Technology Social sciences	Anywhere in the Eastern Cape
Ashley	Jacobs	Bachelor of Education Senior Phase and FET - commerce	Intermediate / Intermediêr, Senior, FET / VOO	Business Studies Accounting Economic and Management Sciences English HL/FAL Afrikaans FAL	Anywhere in the Eastern Cape
Sihle Nomsa	Mamba	Bachelor of education in intermediate phase	Foundation / Grondslag, Intermediate / Intermediêr, Senior	English, Social sciences, Natural sciences, Life skills (LO), and Arts and culture	Nelson Mandela Bay, Buffalo City, Chris Hani and OR Tambo
Cameron	Alvarez	B.Ed FET Mathematical Literacy, Life Science	FET / VOO	Mathematical Literacy, Life Science, Natural Science, Digital Technology	Gqeberha
Michelle	Eloff	B.Ed GSF	Foundation / Grondslag	All foundation phase subjects Afrikaans, English, Mathematics and Life skills	Eastern Cape, Port Elizabeth
Cameron	Alvarez	B.Ed Fet Mathematical Literacy & Life Sciences	FET / VOO	Mathematical Literacy, Life Science, Natural Science, Digital Technology	Gqherba
Londiwe	Chonco	Bachelor of education	Senior;FET / VOO	Life orientation, Natural sciences, Social sciences & History	Anywhere in the Eastern Cape
Kgosiitsile John	Makoko	Bachelor Degree In Education SP Languages FET TVET	Intermediate / Intermediêr;Senior;FET / VOO	ENGLISH, SESOTHO, SOCIAL SCIENCES, NATURAL SCIENCE AND TECHNOLOGY, LIFE ORIENTATION	Anywhere in the Eastern Cape
Ashley Catelyne	Jacobs	Bachelor of education - SP/FET - Commerce	Intermediate / Intermediêr;Senior;FET / VOO	Accounting Business Studies Economic Management Sciences Afrikaans FAL English HL/FAL	Anywhere in the Eastern Cape
Edwine	Meyer	Bed Intermediate	Intermediate /	English HL and	Nelson Mandela

		Phase	Intermediêr;Senior	FAL, Afrikaans HL and FAL,Natural Science and Technology and Social Science	Metropole
Eben	van Niekerk	Baccalarius Artium BSc Honours Environmental Geography PGCE Senior and FET	Senior, FET / VOO	History (Grade 7-12) Social Science Geography (Grade 7-9)	Port Elizabeth
Libongwe	Maqaga	BA degree & PGCE	FET / VOO	English&History	Anywhere in the Eastern Cape
Chantelle	Geldenhuy s	Bed(intermediêre en senior fase), sertifikaat in jeugwerker asook dans en drama, petra for childrens ministry sertifikaat asook sport first aid training	Foundation / Grondslag, Intermediate / Intermediêr, Senior	Afrikaans, Lewensvaardigheid en EBW	Enige plek in die Oos- Kaap
Michael	Paul	NPDE Intermediate Phase ACT specialising in Senior Phase Mathematics B.Comm Economics	Intermediate / Intermediêr, Senior, FET / VOO	Accounting, Business Studies, Economics, Mathematics(SP), EMS, Technology, Natural Sciences	Anywhere in Eastern Cape
Ethan	Rademeyer	Bachelors Degree in Education Intermediate phase	Intermediate / Intermediêr, Senior	All IP subjects, excluding Afrikaans Home Language	I am flexible and willing to teach anywhere.
Twane	Vorster	Bachelor's of Education in Intermediate Phase Teaching	Intermediate / Intermediêr	All Intermediate Phase Subjects: Afrikaans HL and FAL, English HL and FAL, Mathematics, Natural Sciences and Technology, Social Sciences, Life Orientation, Economic Management Studies (EMS)	Port Elizabeth
Athule	Mpapela	Bachelor of Education	Senior, FET / VOO	IsiXhosa, History, and Social Science	Port Elizabeth(Gqeberha)
Luciano	May	Still a B.ed student (3rd year)	Senior, FET / VOO	English, History and Maths Lit (Alternative)	King Williams Town Fort Beaufort East London Grahamstown Adelaide Alice Bedford
Luciano	May	3rd year student (Bachelor of Education)	FET / VOO	Maths Lit , History and English	Fort Beaufort Adelaide Grahamstown King Williams Town Jeffreys Bay Bedford

					Alice East London
Nicole	Jantjies	Bachelor of education	Intermediate / Intermediêr	Social science , afrikaans,english, natural science, economics and life skills	Port elizabeth
Cornelia (Denel)	Janse van Vuuren	B.Ed Intermediêre fase	Intermediate / Intermediêr	Afrikaans,Engels, wiskunde en wetenskappe, lewensvaardigheid , sosiale studies	Port Elizabeth

AVAILABLE TEACHERS: ONLINE CVs



153 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>

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.**

You pray for the hungry.
Then you feed them.
That's how prayer works.

(Pope Francis)

- 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