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Home Education

A Responsibility; Not an Escape

HOME EDUCATION: *A Responsibility, Not an Escape*

Every child deserves more than a place at home – they deserve a quality education.

You are your child's
FIRST TEACHER.

*Give them the
foundation for a
successful life.*



FOLLOW THE LAW

Register with your Provincial Education Department.
Keep proper records and comply with the rules.



HAVE A PLAN

Use a curriculum aligned to CAPS.
Have a daily routine and teaching plan.



TEACH & ASSESS

Teach all core subjects well.
Assess regularly and track progress.



SOCIAL DEVELOPMENT MATTERS

Provide social interaction, sport,
culture, clubs and life skills.



PREPARE FOR THE FUTURE

Plan ahead for each phase.
Keep options open for further studies.



HOME EDUCATION CHECKLIST FOR PARENTS



LEGAL & REGISTRATION

- ✓ Applied to the Head of Department
- ✓ Registered/awaiting approval
- ✓ Understand the legal requirements
- ✓ Keep copies of all documents



CURRICULUM & PLANNING

- ✓ Written plan using CAPS as guide
- ✓ Daily/weekly timetable
- ✓ All learning areas included
- ✓ Suitable resources and materials



ASSESSMENT & RECORDS

- ✓ Assess regularly
- ✓ Keep samples of work
- ✓ Annual assessment by competent assessor
- ✓ Keep all reports and records



SOCIAL & PERSONAL GROWTH

- ✓ Interaction with other children
- ✓ Sport, culture and activities
- ✓ Physical activity
- ✓ Life skills development



FUTURE PLANNING

- ✓ Plan for next phase
- ✓ Options for returning to school
- ✓ Research NSC requirements
- ✓ Keep learner's options open



A good education today opens doors tomorrow. Your effort today – your child's success always.



Home schooling: A solution – or a serious disadvantage for the learner?

For some South African families, home education is not a luxury or a lifestyle choice. It may be the only practical alternative. School fees may be unaffordable, the nearest school may be of poor quality, a learner may have experienced bullying or other social difficulties, or circumstances at home may make regular school attendance difficult.

There is nothing inherently wrong with choosing home education. In fact, South African law recognises home education as a lawful alternative to school attendance, provided that it is properly implemented and registered. The real danger lies in **home schooling without an adequate educational programme, proper supervision, regular assessment and accountability.**

The principle should be simple:

Removing a learner from a school does not remove the parent's responsibility to provide a proper education.

Home education is not simply “keeping a child at home”

There is a significant difference between genuine home education and simply taking a learner out of school.

A parent may be the person who takes primary responsibility for home education, and the law

does not require every lesson to be presented by a qualified teacher. Parents may also obtain tutorial or other educational support where necessary. However, the parent accepts full responsibility for ensuring that the learner receives an education appropriate to his or her age, grade and ability and comparable to the relevant national curriculum.

This means that “We will teach him ourselves” is not, on its own, an educational plan.

A proper home-education programme requires planning, suitable resources, regular teaching, assessment and monitoring of progress. The learner must also have opportunities to develop socially, physically, culturally and emotionally.

The dangers of poor-quality home schooling

Unfortunately, there are situations where a learner is withdrawn from school and effectively left without a proper education.

There may be:

- no fixed school hours or daily routine;
- no structured curriculum;
- no clear grade-by-grade learning outcomes;
- little or no formal assessment;
- no independent person checking the learner's progress;
- inadequate textbooks, workbooks or other learning resources;
- no professional assistance where the parent does not understand a subject;
- insufficient attention to reading, writing and mathematics;
- little exposure to practical activities, sport, culture or the arts;
- limited interaction with other children;
- no proper record of attendance or academic progress; and
- no contact with the Provincial Education Department.

This is not a harmless arrangement. A child can lose months or even years of educational progress without the parent realising just how serious the problem has become.

The greatest danger: learning gaps

One of the most serious consequences of poor home schooling is that **learning gaps accumulate**.

For example, if a learner has not properly mastered basic reading comprehension in the Foundation Phase, later subjects become increasingly difficult. Weak mathematical foundations make higher-grade mathematics difficult. A learner who has not developed appropriate writing, research and study skills may struggle badly when confronted with the demands of secondary education.

Parents may also unintentionally teach content at the wrong level. A child may be doing large numbers of worksheets and activities while still missing essential knowledge and skills expected at that grade.

The problem becomes particularly serious when the learner eventually wants to return to a public

or independent school. The learner may be significantly behind his or her age group and may have difficulty adjusting to the pace, structure and expectations of a formal school.

This does **not** mean that a home-educated learner can never return to school. The law specifically provides for a home-educated learner to enrol at a public or independent school after Grade 9 or age 15 for Grades 10–12. However, a learner who has received poor-quality education may face a very difficult transition.

Social development matters too

School is about more than textbooks and examinations.

Learners also learn how to communicate with others, work in groups, resolve disagreements, accept responsibility, participate in sport and cultural activities, respect different opinions and function as members of a community.

A home-educated learner does not automatically miss out on these opportunities. Parents can deliberately provide them through sport, clubs, cultural activities, community organisations, excursions, libraries, group activities and interaction with other learners.

But parents must make this part of the plan. It cannot simply be assumed that “socialisation will take care of itself”.

The legal requirements

South Africa's current law is clear: a parent of a learner subject to compulsory attendance who chooses home education **must apply to the Head of Department of the relevant Provincial Education Department for registration**. The current compulsory attendance period starts in Grade R and continues until the last school day of the year in which the learner turns 15 or completes Grade 9, whichever comes first.

The Head of Department must be satisfied that home education is in the learner's best interests, that the parent understands the responsibility involved, and that the proposed programme is suitable for the learner's age, grade and ability and covers content and skills at least comparable to the relevant national curriculum.

Parents must also provide suitable educational resources, monitor academic progress and arrange for assessment by a **competent assessor** at the end of each phase up to the end of the year in which the learner turns 15 or completes Grade 9, whichever comes first. The assessment must be against a standard not inferior to the National Curriculum Statement, and the signed assessment report must be submitted to the Head of Department.

The Department of Basic Education also requires parents to keep proper records, including attendance, the learner's work, progress, educational support, continuous assessment and annual assessment or examination evidence.

In other words, **home education is a serious educational responsibility – not an escape from education**.

A checklist for parents considering home education

Before deciding to home educate, parents should be able to answer **YES** to the following:

Legal requirements

- ☐ Have I investigated the legal requirements for home education in my province?
- ☐ Have I applied to the **Head of Department of my Provincial Education Department** for registration?
- ☐ Do I have proof that my application was submitted?
- ☐ Do I understand that submitting an application and being registered are not necessarily the same thing? The DBE advises parents that an application does not by itself mean that the learner is registered.
- ☐ Have I kept copies of all correspondence and documents relating to registration?
- ☐ If my application has been declined, have I investigated my rights of appeal rather than simply continuing without resolving the matter?

Curriculum and teaching

- ☐ Do I have a written education programme appropriate to my child's age, grade and ability?
- ☐ Does the programme cover the knowledge and skills expected in the relevant national curriculum?
- ☐ Have I consulted the relevant CAPS documents, where applicable, to ensure that important content and skills are not omitted?
- ☐ Do I have suitable textbooks, workbooks, digital resources and other learning materials?
- ☐ Do I have a realistic daily and weekly timetable?
- ☐ Is there sufficient time for reading, writing, mathematics, languages, practical work and other subjects?
- ☐ If I cannot teach a particular subject effectively, have I arranged assistance from a suitably qualified tutor or educator?

Assessment and monitoring

- ☐ Do I assess my child's work regularly?
- ☐ Do I know exactly what my child can and cannot do?
- ☐ Do I compare progress against appropriate grade-level expectations rather than simply against previous performance?
- ☐ Do I keep samples of the learner's work?
- ☐ Do I keep proper records of attendance and academic progress?
- ☐ Have I arranged for assessment by a competent assessor at the required stages?
- ☐ Do I keep the assessor's reports and other assessment evidence safely?

Social and personal development

- ☐ Does my child have regular opportunities to interact with other learners?

- ☐ Does my child participate in sport, cultural activities, clubs or other group activities?
- ☐ Does the programme include physical activity?
- ☐ Does my child have opportunities to visit libraries, museums, exhibitions, historical sites or other educational venues?
- ☐ Am I teaching my child appropriate communication, teamwork, responsibility and problem-solving skills?

Planning for the future

- ☐ Have I considered how my child will progress from one phase to the next?
- ☐ Have I considered what will happen if my child needs to return to a public or independent school?
- ☐ If my child intends eventually to write the National Senior Certificate, have I investigated the requirements **before** reaching Grade 10? The South African Schools Act places specific requirements on home-educated learners who intend eventually to write the NSC.
- ☐ Am I keeping sufficient records to demonstrate my child's educational progress?

The bottom line

Home education can be a valuable alternative when it is **planned, structured, properly resourced, regularly assessed and centred on the best interests of the learner.**

But parents should never confuse *being at home* with *being educated*.

A learner sitting at home every day without a curriculum, timetable, proper teaching, assessment, social interaction or professional support is not necessarily receiving a quality education simply because a parent is supervising the learner.

Parents who choose home education have a responsibility equal to the seriousness of the decision they have made. They must ask themselves not merely:

“Can I keep my child out of school?”

but rather:

“Can I provide my child with an education that will prepare him or her for the next phase of life?”

If the honest answer is no, the parent should seek professional assistance before the learner falls further behind.

The child has only one opportunity to build a strong educational foundation. **Saving on school fees should never result in the loss of a child's educational future.**

Important note for parents

The legal framework for home education has changed following the **Basic Education Laws Amendment Act (BELA Act) 32 of 2024**, which commenced on 24 December 2024. Parents should therefore consult their Provincial Education Department for the latest application procedures and requirements rather than relying on older information circulating on social media or websites. Also visit the website of the Department of Education: <https://tinyurl.com/DBEhomeschooling>

BULLETINS



EASTERN CAPE
DEPARTMENT OF
EDUCATION

OFFICIAL NOTICE: ADDENDUM, ERRATUM & WITHDRAWAL



BULLETINS AFFECTED:

VOLUME 4 OF 2026

Open Post Bulletin for Principals

VOLUME 5 OF 2026

Open Post Bulletin for Departmental
Heads and Deputy Principals



KEY INFORMATION

CLOSING DATE:
31 AUGUST 2026

AVAILABLE AT:

 www.eccurriculum.co.za



"Working together for quality education"

 [working.co.cape](https://www.whatsapp.com/channel/0029va333333333333333333)

 ea@eccur.co.za

 [www.easterncape](https://www.facebook.com/easterncape)

 [www.easterncape](https://twitter.com/easterncape)



www.eccurriculum.co.za

Circulars

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

 Memo: Update on the Implementation of the 1,5% Pay Progression

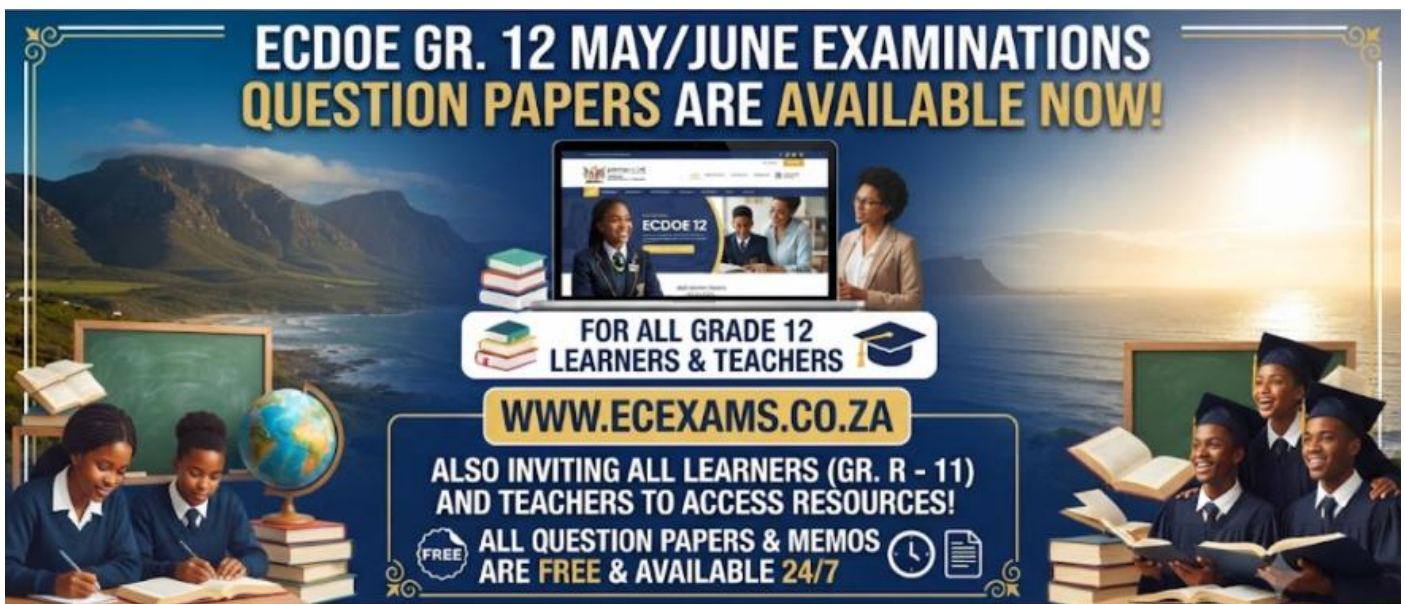
Assessment Instructions

www.ecexams.co.za

Available at <https://www.ecexams.co.za/>

- 33/2026: 2026 Grade 12 NSC - Preparatory Examination Final Timetable
- 32/2026: Re-marking of examination scripts: 2026 May/June NSC and SC Examinations
- 28/2026: Criteria for categorization of Examination Centres offering the NSC and audit of these centres

Question Papers: June 2026 Eastern Cape Gr. 12 Exams



**ECDOE GR. 12 MAY/JUNE EXAMINATIONS
QUESTION PAPERS ARE AVAILABLE NOW!**

FOR ALL GRADE 12
LEARNERS & TEACHERS

WWW.ECEXAMS.CO.ZA

ALSO INVITING ALL LEARNERS (GR. R - 11)
AND TEACHERS TO ACCESS RESOURCES!

FREE ALL QUESTION PAPERS & MEMOS
ARE **FREE** & AVAILABLE 24/7

The banner features a scenic background of a coastline with mountains and a sunset. In the foreground, there are images of students: two girls studying at a desk with a globe, a laptop displaying the ECDOE 12 website, and three boys in graduation gowns and caps holding books. Icons of a stack of books, a graduation cap, a clock, and a document are also present.

ROOIBOS DESIGN COMPETITION

Rooibos is heading to **SPACE**

Calling all
creators
this is **your chance** to be
part of something
extraordinary.

Design our
Mission

patch

& be part of **South African**  space history!



Rooibos seeds are heading to space to test how they respond to microgravity.

Once the seeds return to Earth, learners will grow them alongside regular **Rooibos** seeds in the **Cederberg** and compare their growth over time.

This project forms part of global research into growing plants beyond Earth and now you get to **design the mission patch** that tells that story.

Ready to enter?



Ages 12–18 years



1 x entry per person



Entries close 31.08.2026



The **winning design** will become
the official mission emblem.

T&Cs apply.

Visit [sarooibos.co.za](https://www.sarooibos.co.za)



Think space. Think science.
Think Rooibos. Think South Africa.



MAXIQ.SPACE

ROOIBOS

COUNCIL

Hoor hier-nuusbrief | newsletter: <https://www.eccurriculum.co.za/hoorhier.htm>

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Rooibos in Space: A South African Journey to the Stars. Inspiring the Next Generation of Explorers.



This groundbreaking **STEM initiative**, led by the **South African Rooibos Council (SARC)** in partnership with **MaxIQ Space** and global collaborators, is exploring how plants respond to space conditions.

A **STEM initiative** promotes education and careers in Science, Technology, Engineering and Mathematics.



By studying Rooibos in space, researchers and learners are **uncovering insights** that could shape the **future of agriculture** on Earth and beyond.

In the Classroom



This project supports the **CAPS curriculum** by reinforcing core science concepts through **real-world application**.



It promotes inquiry, critical thinking and problem-solving by linking classroom learning to a **live space mission**.



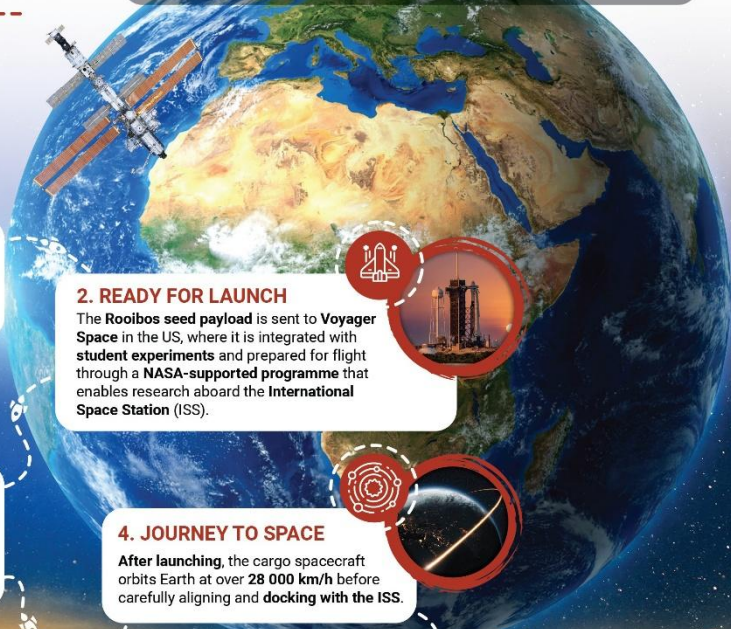
1. PREPARING FOR SPACE

Rooibos seeds are prepared by **MaxIQ Space** and sealed within a specialised **Voyager Nanolab**, housed in a secure internal compartment.



3. COUNTDOWN TO LIFT-OFF

Later this year, Rooibos seeds will launch from Cape Canaveral aboard a **SpaceX Falcon 9**, carrying a NASA cargo spacecraft **transporting scientific payloads** to the ISS.



2. READY FOR LAUNCH

The **Rooibos seed payload** is sent to **Voyager Space** in the US, where it is integrated with **student experiments** and prepared for flight through a **NASA-supported programme** that enables research aboard the **International Space Station (ISS)**.



4. JOURNEY TO SPACE

After launching, the cargo spacecraft orbits Earth at over **28 000 km/h** before carefully aligning and **docking with the ISS**.

DID YOU KNOW?

Space radiation from deep space and the sun influences seed growth: high exposure may reduce germination, while lower levels can trigger subtle genetic changes that improve resilience.



6. SIX-WEEK ORBIT

Rooibos seeds spend **six weeks** in microgravity and are **exposed to space radiation**. Once back on Earth, they are **planted alongside control seeds** and compared to show how space conditions **affect plant development**, informing **future space agriculture**.



5. ARRIVAL AT ISS

Astronauts aboard the ISS receive the cargo and **secure the experiments** inside dedicated **research modules**.

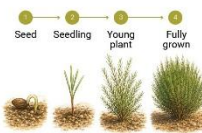
7. RETURN TO EARTH

The seeds then return to Earth aboard a cargo spacecraft, which **re-enters the atmosphere** and splashes down in the ocean for **recovery and retrieval**.



8. GROWTH COMPARISON STUDY

Back in the Cederberg, learners and scientists will **plant the space seeds** alongside control seeds. Over time, they will **compare growth, resilience and yield** to understand how space exposure **impacts plant development**.



Why this project matters



Inspires learners to explore careers in science and technology.



Positions **South Africa** in the global space science conversation.



Advances research into space agriculture.

Project partners

South African Rooibos Council (SARC)

Represents the Rooibos industry and leads this initiative.



Supports research, promoting Rooibos globally and inspires interest in science and agriculture.

MaxIQ Space

Provides educational space technology programmes.



These enable schools and learners to participate in real-world space science and STEM experiences.

South African National Space Agency (SANSA)

Promoting space science and technology, an entity of the Department of Science, Technology and Innovation.



Scan to **follow** the journey

www.sarooibos.co.za
[@sarooiboscouncil](https://www.instagram.com/sarooiboscouncil)
[@sarooiboscouncil](https://www.facebook.com/sarooiboscouncil)



For more information and to enter go to the Rooibos website:
<https://sarooibos.co.za/mission-patch-design-competition/>

NOTICE



**Eastern Cape Service Centres
will be open
to serve taxpayers
every Saturday, from 01
August to 24 October 2026.
Time: 08:00 - 13:00**

**Gqeberha
East London
Mthatha
Kariega**

**#YourTaxMatters
sars.gov.za**





Professional Development

SAOU
nuus

Register here: <https://www.saou.co.za/webinarsf7453f46> or scan the QR code above.

3 August 2026

Kreatiewe skryfwerk: Van bang om te skryf na trots om te skryf

Presenter: Anita Fourie

Help learners overcome their writing inhibitions and write with confidence. Discover creative strategies and practical techniques that stimulate imagination, develop writing skills, and make every learner proud of their own writing.

Focus: Intersen

4 August 2026

Storytelling with Data

Presenter: Thea Coetser

Good data communication isn't about showing everything you know. It's about showing what your audience needs to understand to make a better decision.

Focus: SMT

5 August 2026

People Management in Schools

Presenter: Branwen Challens

Join our webinar and discover practical strategies for building stronger, more effective school teams.

Focus: Educators of Independent Schools

6 August 2026

Flambojante Fondasie vir 0-3 jariges

Presenter: Lizette van Huyssteen

The Practica Program is a uniquely South African play-based program that has been used for over 30 years to optimize early childhood development through games and activities. It is so practical and user-friendly that it is easy to understand why it is named "Practica."

The training materials are provided by Lizette van Huyssteen, the creator of the Practica program.

- Each participant will be equipped with a set of Practica manuals covering the 0–3 year developmental phase. For each age group, activities are presented within the framework of a comprehensive developmental chart to ensure all areas of development are addressed.
- Furthermore, the games are carefully graded so that the difficulty level can be easily adjusted to accommodate children's varying paces of development.
- The program follows a brain-based, play-based approach.
- Users often report learning so much while working with the program that it feels like an "in-service training course." Many proudly list it on their CVs, as it demonstrates that they have mastered valuable skills.
- Another major advantage is the ease with which parents can be involved. The games can easily be played at home, naturally and positively encouraging parents who wish to be more engaged.

In short: This training promises to be something special—an opportunity to strengthen your practice, deepen your knowledge, and boost your confidence regarding the 0–3 year developmental phase.

Focus: Pre-primary 0 - 3 years

Teacher Burnout: How to Recognise and Manage It

Presenter: Dr. Louisa Stoker

This webinar explores the causes, signs and impact of teacher burnout, while providing practical strategies to promote wellbeing, manage stress and develop sustainable coping mechanisms.

Focus: Foundation Phase

Teacher vs. Timeline - Navigating Social Media Responsibly

Presenter: Ankia Bester

Explore what is professionally acceptable and legally permissible regarding educators' use of social media, both during and outside of school hours.

Focus: Novice educators

Hoor hier-nuusbrief | newsletter: <https://www.eccurriculum.co.za/hoorhier.htm>



MUSIC SCHOOL OF THE FUTURE

*Welcome to the Kingswood College Music
School of the Future Conference 2026*

28 – 30 August 2026

The **Music School of the Future Conference** will be held at Kingswood College in Makhandla (Grahamstown) from 28-30 August 2026.

Please find the UPDATED programme at

<https://tinyurl.com/MusicConferenceProgramme2026>.

To register, kindly click on the following link:

<https://tinyurl.com/MusicConferenceRegistration>.

Please note that Kingswood cannot offer any accommodation this year. We have managed to secure a good rate at three of the guest houses. Please email Cheryl - info@cornerstonemanor.com and use the reference MUSIC CONFERENCE when making your booking.

ANNUAL TEACHING PLANS 2026

ATP Documents

- See DBE Circulars **NEW** [S19 of 2025](#), **NEW** [S9 of 2025](#), **NEW** [S20 of 2025](#), [S15 of 2024](#) and [S33 of 2022](#). (Click to download.)
- [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>

ONLINE RESOURCE HUB FOR TEACHERS

The Ultimate Online Resource Hub for Teachers

Exams

www.ecexams.co.za

Teaching & Learning

www.eccurriculum.co.za

Classroom Management

www.ecexams.co.za/CM.htm

Eastern Cape Educational Newsletter

www.eccurriculum.co.za/hoorhier.htm



LINKS TO IMPORTANT ONLINE RESOURCES



Teachers

- [Bulletins \(Vacancy Lists\)](#)
- [Circulars](#)
- [Submit online CV](#)
- [Hoor Hier newsletter](#)
- [Subscribe to newsletter](#)
- [List of prospective teachers](#)
- [PAM](#) (Personnel Administrative Measures – Conditions of Service)
- [Managing the Unmanageable – A Teacher's Guide to Classroom Success](#)

Exams

- www.ecexams.co.za
- [Question Papers](#)
- [Assessment Instructions](#)
- [Study Guides](#)
- [Examination Guidelines](#)
- [Policy Documents](#)

Curriculum

- www.eccurriculum.co.za
- [ATPs](#)
- [CAPS](#)
- [Curriculum Instructions](#)
- [FET Phase](#)
- [Senior Phase](#)
- [Intermediate Phase](#)
- [Foundation Phase](#)
- [Grade R](#)
- [ECD: 0 - 5 years](#)
- Digital Textbooks:
 - [Business Studies](#)
 - [Technical Mathematics and Science Textbooks](#)
- [Foundation Phase eLibrary](#)

Managing the Unmanageable

- A Teacher's Guide to Classroom Success -

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

● Personal but professional

- ✚ Things Truly Great Teachers ALWAYS Say or Do; Things Truly Great Teachers NEVER Say or Do
- ✚ Stronger Together: Why Every Teacher Needs a Union
- ✚ What I was never taught at university
- ✚ 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)

- ✚ Say what you mean and get what you want.
- ✚ Standing Tall: How Teachers Can Build Self-Confidence
- ✚ No Guts, No Glory
- ✚ The Heart of Education is the Education of the Heart
- ✚ Connect Before You Correct
- ✚ The Hour of Power: The One-Hour Rule for Teachers
- ✚ The 7 Habits of Highly Effective Teachers
- ✚ Victory Belongs To The Most Tenacious
- ✚ Let Them
- ✚ From Reluctance to Resilience: Reigniting the Passion for Teaching
- ✚ Work smarter; not harder: Beating the burden
- ✚ Anger Management Tips for Teachers
- ✚ 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

- ✚ Concessions and Accommodations
- ✚ Mastering Multigrade Teaching
- ✚ Thriving in Term One: Classroom Management Tips for the Year Ahead
- ✚ Safety and Security Issues in South African Schools: A Teacher's Perspective
- ✚ Overcrowded, Overworked, but Not Overcome
- ✚ The Secret Teaching Power: Professional Development
- ✚ 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

- ✚ Springbok Tactics for Teachers

- ✚ How to Motivate Learners for the May/June Exams
- ✚ Chances and Choices: The Quiet Power of a Teacher's Influence
- ✚ Where Words End, Music Teaches
- ✚ Supporting a Bereaved Learner: Practical Strategies for Teachers
- ✚ The One Minute Teacher
- ✚ Not Just Academics: How Cultural Activities Shape Young Minds
- ✚ Game On! How School Sport shapes Learners for Life
- ✚ Helping Learners and Parents Navigate Grade Repetition
- ✚ From Classroom to Boardroom
- ✚ The Power of Yet!
- ✚ Mathematics or Mathematical Literacy?
- ✚ Purpose Powers Progress!
- ✚ From Pages to Possibilities: Why Reading Matters
- ✚ Combating Racism in Multi-Racial Schools
- ✚ Breaking the Silence: A Teacher's Duty in Addressing Child Abuse
- ✚ When Home Hurts - Child Abuse in South Africa and Its Impact on Learning
- ✚ Crisis in Classrooms: Learner Violence against Teachers
- ✚ Navigating the Trap: When Disrespectful Learners Try to Get Teachers "In Trouble"
- ✚ Taming the Class Clown
- ✚ Managing Expectations: Inspirational Teacher and Successful Coach
- ✚ 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

- ✚ Think Before You Click!
- ✚ Mix It, Test It, Love It! Bringing Science to Life
- ✚ Number Concepts Matter in Foundation Phase Mathematics
- ✚ Reading crisis: Let's fix it together
- ✚ Curiosity skills the cat - and the learners too!
- ✚ From Chalkboard to Chatbot: Discover AI, your new PA
- ✚ Second Language, First Priority: Teaching with Passion and Purpose
- ✚ Once Upon a Lesson: The Magic of Storytelling in Teaching
- ✚ Good morning class. Take out your Cellphones!
- ✚ Top teaching tips the last month before exams
- ✚ Boost Learners' Problem-Solving Skills!
- ✚ Explain and Experience: The Dynamic Duo of Teaching and Learning
- ✚ From Awkward to Awesome: PowerPoint Presentations
- ✚ From Good to Great
- ✚ ADHD: Strategies for Teaching ADHD Learners
- ✚ Autism: Strategies for teaching mildly Autistic Learners in my class
- ✚ 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**

- ✚ Assessment of Learning vs Assessment for Learning: Understanding the difference that makes a difference
- ✚ How to Answer Question Papers Like a Pro
- ✚ Make your Ticks bigger than your Crosses: Exam Marking Tips for Teachers
- ✚ Tips for Learners to Ace 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**

- ✚ From Home to Hostel: A Guide for Parents and Schools
- ✚ From Conflict to Cooperation: Handling Confrontational Parents Wisely
- ✚ Single Parents, Strong Partnerships
- ✚ Managing Helicopter Parents with Grace
- ✚ Granny or Nanny?
- ✚ 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

● **Miscellaneous**

- ✚ Home Education: A Responsibility; Not an Escape
- ✚ From Piggy Banks to Prosperity: Raising Financially Smart Kids
- ✚ Small Schools, Big Hearts: The Quiet Strength of Rural Education in the Eastern Cape
- ✚ The new History Curriculum
- ✚ Practical Lessons from Financial Mismanagement – The Principal's Responsibility
- ✚ What Teachers Can Learn from Our Protea Women
- ✚ Diverse People Unite: Celebrating Heritage in Schools
- ✚ From Braais to Books: Dads Who Show Up
- ✚ Old School, Still Cool: Honouring Our Education Legends
- ✚ Young Teachers: The Underrated Assets in Our Schools
- ✚ School's Name and Reputation: Creating a School of Choice
- ✚ Teachers Stay Where They Are Valued: A Guide for School Principals
- ✚ Teacher Choice and Voice
- ✚ Effective School Budgeting: Key Steps and Tips
- ✚ Charity with Dignity
- ✚ New Principal? Turning Challenges into Charisma

VACANT POSTS

We are Hiring!

GRADE 3 EDUCATOR

GOVERNING BODY VACANCY

**AS SOON AS POSSIBLE OR
FROM 1 SEPTEMBER 2026**

We are looking to employ a highly skilled, experienced, and enthusiastic **GRADE 3 ENGLISH EDUCATOR** to join our team. This person must have a relevant qualification, knowledge and experience.

REQUIREMENTS

- B.Ed Degree in Foundation Phase.
- Current SACE Registration (compulsory).
- Proficiency in both English and Afrikaans (Languages of Teaching and Learning).
- Computer literate (knowledge of Google Workspace will be advantageous).
- A valid PDP (Public Driving Permit) will be an advantage.
- Passion for education and a commitment to excellence.
- Team player with excellent interpersonal and communication skills.
- Able to work independently and perform effectively under pressure.
- Willingness to participate in the school's extra-mural programme (compulsory).

APPLICATION PROCESS

Please submit the following documents:

- A letter of application.
- A comprehensive CV including any previous work experience.
- Certified copies of any qualifications.
- Certified copy of your ID.
- Complete the Google form by scanning the QR code.

CLOSING DATE: 5 AUGUST 2026 (STRICT DEADLINE)

If you have not received notification within 14 days of the closing date, consider your application unsuccessful. Only shortlisted candidates will be contacted. The School Governing Body (SGB) reserves the right not to fill the position.



Die kind in **totaliteit**
is ons **spesialiteit!**

The child in his **totality**
is our **specialty!**

Frost Street
Top Town
Queenstown
5319
045 839 7001

For more information
contact the school
office.

Scan me



Google Form: <https://forms.gle/B7umfzM3TNWAZipz7>

Hoor hier-nuusbrief | newsletter: <https://www.eccurriculum.co.za/hoorhier.htm>



INDWE HIGH SCHOOL
SCHOOL GOVERNING BODY POST



SGB TEACHER
POST LEVEL 1

Geography – GRADE 10-12
Social Sciences – Senior phase

REQUIREMENTS

Qualifications: B Ed or Bachelors with PGCE
Must be SACE registered
Mention other subjects
Must be fluent in English

- **Language of teaching: English for all subjects**
 - **Extra mural activities compulsory**
 - **Computer Literate**

APPLICATION PROCESS

- **Application letter**
- **A Comprehensive CV**
- **Certified copies of Qualifications**
And ID Copy
- **Police Clearance**

CLOSING DATE: 06 August 2026

COMMENCEMENT DATE: ASAP

Email completed CV and certified proof of your qualifications to:
indwehigh0@gmail.com

Only people who are shortlisted for an interview will be contacted.
The Governing Body has the right not to make an appointment.

Kingsridge High School for Girls



VACANCY

Intermediate Phase SGB Maternity Post



Kingsridge High School for Girls invites applications from suitably qualified, enthusiastic and dedicated educators for a temporary SGB Maternity Post commencing 1 September 2026.

POST DETAILS

Subjects

- Afrikaans First Additional Language (Grade 5)
- Life Skills (Grade 5 and Grade 6)

REQUIREMENTS

- SACE registered
- Provide a valid Police Clearance Certificate
- Have experience teaching Afrikaans FAL
- Be able to teach Life Skills in Grades 5 and 6
- Be committed to academic excellence and learner development
- Be willing to participate in and coach extra-mural activities
- Be a team player who is willing to go the extra mile
- Be able to work under pressure and meet deadlines
- Have good communication and organisational skills

Medium of Instruction

English is the medium of instruction at Kingsridge High School for Girls.

Applications must include

- Comprehensive CV
- Certified copies of qualifications
- SACE Registration Certificate
- Valid Police Clearance Certificate
- Contact details of at least two references

Closing date: 7 August 2026

Commencement date: 1 September 2026

Applications can be emailed to receptionhs@kingsridge.co.za

The Governing Body of



Alexander Road High School

In Newton Park, Gqeberha would like to appoint a

Mathematics Teacher

With effect from 1 September 2026

Suitable candidates will have most of the following attributes:

- Be suitably qualified.
- Experience teaching Maths from Grade 8 to 12.
- Be an excellent communicator and collaborator.
- Be able to contribute meaningfully to the school extra-mural programme.
- An enthusiasm for professional development.
- A demonstrated capacity to improve the results of their learners.

Applicants should send a CV and motivational letter to info@arhs.co.za before 3 August 2026.

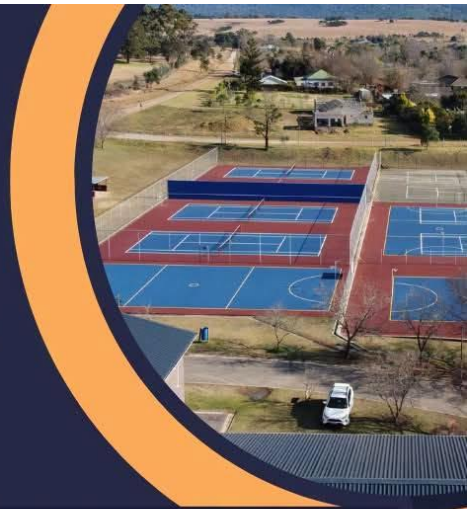
Shortlisted candidates must be willing to be subjected to a police clearance check

The SGB of Alexander Road High School reserves the right not to appoint a candidate in this post.



STUTTERHEIM HIGH SCHOOL

Our SGB invites applications from
suitably qualified and experienced
candidates for the following
GOVERNING BODY POST



SCHOOL FINANCIAL OFFICER

Commencement Date: 01 September 2026

Minimum Requirements:

- Excellent administrative and organisational skills
- Minimum of 5 years' experience in a Financial Management position
- Bachelor of Commerce in Accounting / Finance / Business Administration
- All relevant qualifications (including updated CV and covering letter)
- Computer Literate
- Computer proficiency in office and financial software
- SASAMS, d6 proficiency and Payroll administration an advantage
- Prepare and monitor school budgets
- Perform reconciliations and maintain the general ledger
- Good interpersonal skills and being able to maintain the highest level of confidentiality and professionalism
- Ability to work under pressure to meet strict month-end deadlines
- Basic knowledge of office equipment
- Police Clearance certificate

Competitive remuneration package:

The interview process and appointment is at the sole discretion of the Governing Body. The SGB also reserve the right not to fill the position. Only shortlisted applicants will be contacted.

Submit email applications to: principal@stutthigh.co.za

CLOSING DATE: 07 AUGUST 2026

In line with the 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 recognize and accept this disclaimer.



CLARENDON PARK PRIMARY SCHOOL

The following Governing Body post will exist for a suitably qualified and experienced candidate from 1 September 2026 (starting date negotiable):

MUSIC EDUCATOR

Applicants must be competent in Clarinet tuition, and must have experience in conducting an ensemble. The ability to provide piano tuition would be advantageous.

Should you wish to apply, please submit your CV (including certified copies of qualifications, SACE registration certificate and 3 contactable references) via the school office or email **clarendon@clarendonpark.co.za** (email only for out of area applicants) by Tuesday, 4 August 2026.

The school reserves the right not to fill this post. Applicants who have not been contacted by 12 August 2026, should assume that they have been unsuccessful.

COMMITTED TO PROVIDING A QUALITY EDUCATION

Available Teachers

Online CVs received the past week



CVs + more info: <https://tinyurl.com/educationCVs>

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

NAME	SURNAME	QUALIFICATIONS	PHASE	SUBJECTS	AREA
Samantha	Alexander	BA Degree, PGCE	Foundation / Grondslag	I am prepared to teach Foundation Phase and intermediate subjects	Port Elizabeth

AVAILABLE TEACHERS: ONLINE CVs



94 online CVs are available at <https://tinyurl.com/educationCVs>

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.**

- 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

**“I AM NOT AFRAID OF AN ARMY OF LIONS
LED BY A SHEEP; I AM AFRAID OF AN
ARMY OF SHEEP LED BY A LION.”**

— ALEXANDER THE GREAT —

