



**QUICK
LINKS**

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

- ▶ **Combating Racism in Multi-Racial Schools**
- 3** **Assessment Instructions**
- ▶ **New Vacancy List**
- ▶ **VIDEO: Teacher Burnout and Stress**
- ▶ **New Coding & Robotics Caps Documents**
Foundation, Intermediate and Senior Phase
- ▶ **Annual Teaching Plans (ATPs)**
- 13** **Training Webinars – courtesy of SAOU**
- 27** **Links to important Online Resources**
- 29** **Vacant Posts**
- 4** **CVs**
- 154** **Available Teachers: Online CVs**
- ▶ **Managing the Unmanageable**
- ▶ **Deadline for submissions**
- ▶ **Thought for the Week: Faster, Higher, Stronger**

Combating Racism in Multi-Racial Schools

<https://www.ecexams.co.za/CM.htm>



South Africa's schools reflect the country's rich cultural diversity, bringing together learners from various racial, ethnic, and cultural backgrounds. While this diversity offers many benefits, it also poses challenges, especially when it comes to preventing and addressing racism. Creating an inclusive, respectful, and harmonious learning environment requires concerted efforts from principals, teachers, learners, and parents. Here are practical tips for fostering an inclusive school community and effectively managing learner diversity while actively combating racism.

The Role of the Principal

- **Set a clear anti-racism vision:** Develop a comprehensive school-wide anti-racism policy that outlines clear expectations for behaviour, consequences for racist incidents, and a commitment to creating a just and equitable learning environment. Communicate this vision clearly to all stakeholders.
- **Lead by example:** Demonstrate inclusive and respectful behaviour in all interactions, from staff meetings to community events. Model active listening, empathy, and a willingness to learn from others.
- **Data-driven approach:** Collect and analyse data on learner achievement, discipline referrals, and attendance, disaggregated by race. Use this data to identify disparities and implement targeted interventions.
- **Implement Inclusive and Anti-Racist Policies:** Ensure that school policies explicitly support diversity and inclusion while addressing racism. Anti-bullying policies should cover racial discrimination, and disciplinary practices should be fair and equitable.
- **Diversity in leadership:** Recruit and retain a diverse leadership team that reflects the school community. Provide mentorship and professional development opportunities for staff from underrepresented groups.
- **Professional development:** Offer ongoing, high-quality professional development on topics such as anti-racism, cultural competence, implicit bias, and restorative justice. Ensure that training is culturally relevant and participatory.
- **Engage with the Community:** Build strong relationships with local leaders,

cultural groups, and parents. Invite them to participate in school events and share their experiences to enhance cultural understanding and combat stereotypes.

The Teacher's Role

- **Cultural humility:** Engage in ongoing self-reflection and learning about different cultures and perspectives. Be open to feedback and willing to challenge your own biases.
- **Equal and fair treatment:** Always treat all learners equally and fairly, regardless of racial and cultural differences.
- **Culturally responsive pedagogy:** Create learning environments that are responsive to the cultural and linguistic backgrounds of learners. Incorporate culturally relevant materials and teaching strategies.
- **Curriculum analysis:** Examine textbooks, curriculum materials, and classroom resources for racial bias and stereotypes. Replace or supplement materials as needed to ensure accurate and inclusive representation.
- **Inclusive classroom management:** Implement classroom management strategies that are fair, consistent, and culturally responsive. Build strong relationships with learners based on trust and respect.
- **Create a Safe and Inclusive Environment:** Establish clear guidelines for respectful behaviour. Actively address any incidents of racism or discrimination, making it clear that such behaviour is unacceptable.
- **Encourage Collaboration:** Promote group work and cooperative learning activities that encourage learners to work together, share their perspectives, and learn from each other.
- **Dialogue and reflection:** Create opportunities for open and honest conversations about race and racism. Encourage learners to share their perspectives and experiences.

The Learner's Role

- **Challenge stereotypes:** Question and confront harmful stereotypes and biases when you see or hear them. Educate your peers about the impact of stereotypes.
- **Embrace Differences:** Be open to learning about and from your classmates' diverse backgrounds and cultures. Respect their experiences and viewpoints, even if they differ from your own.
- **Be Inclusive:** Try to include everyone in group activities and discussions. A simple act of kindness or inclusion can make a big difference in someone's school experience.
- **Build cross-cultural friendships:** Develop relationships with peers from different racial backgrounds. Learn about and celebrate each other's cultures.
- **Stand Up Against Racism:** If you see someone being bullied or discriminated against because of their race or culture, speak up and seek help from a teacher or school counsellor.
- **Seek knowledge:** Learn about South Africa's history of racial oppression and the ongoing challenges faced by marginalized communities.
- **Participate in Cultural Activities:** Get involved in school events and activities

that celebrate diversity. This is a great way to learn more about other cultures and make new friends.

The Parent's Role

- **Model Respect and Anti-Racism:** Demonstrate respect for all cultures and actively speak out against racism at home. Children learn from their parents' attitudes and behaviours. Teach your child the importance of empathy and compassion.
- **Open communication:** Talk to your child about race and racism in an age-appropriate way. Listen to their thoughts and feelings and offer support and guidance.
- **Support the school:** Partner with the school to create a racially equitable environment. Attend school events, volunteer, and stay informed about school initiatives.
- **Educate yourself:** Learn about racial issues and how to address them. Attend workshops, read books, and engage in discussions with others.
- **Get involved:** Participate in school activities and events to build community and strengthen relationships with other parents.
- **Communicate with Teachers:** Keep an open line of communication with your child's teachers. Share any cultural practices or needs that might affect your child's school experience, and work together to support your child's learning

Strategies to Avoid Racism in Schools

- **Explicit anti-racism teaching:** Integrate lessons on racial history, social justice, and equity into the curriculum throughout all grade levels.
- **Diverse representation:** Ensure that teaching materials and resources reflect the diversity of the learner body and community.
- **Restorative justice:** Use restorative practices to address conflicts and build relationships. Focus on repairing harm and promoting healing.
- **Data-driven decision making:** Use data to identify and address racial disparities in learner outcomes. Implement evidence-based interventions to close achievement gaps.
- **Parent and community engagement:** Foster partnerships with parents and community organizations to create a shared commitment to racial equity. Build trust and collaboration through open communication and shared decision-making.

Embracing diversity and standing against racism enriches the educational experience and prepares learners to thrive in a diverse and interconnected world. By working collaboratively, schools can create environments where all learners feel valued, respected, and empowered to reach their full potential.

Picture: <https://educationonline.ku.edu/community/multicultural-education-in-todays-classrooms>

NB! ASSESSMENT INSTRUCTIONS NB!



ASSESSMENT INSTRUCTIONS

www.ecexams.co.za

Available at [https://www.ecexams.co.za/2024 Assessment Instructions.htm](https://www.ecexams.co.za/2024%20Assessment%20Instructions.htm):

- 39/2024: Participation in the Pre-Pledge Signing Session in relation to the 2024 Preparatory Examination
- 38/2024: Re-write of the Tourism Practical Assessment Task (PAT) Day 1 and Day 2: Grade 12 NSC 2024 Examination
- 36/2024: The Protocol for the Collection of both Morning and Afternoon Papers

NB! NEW VACANCY LIST NB!

VACANCY LIST

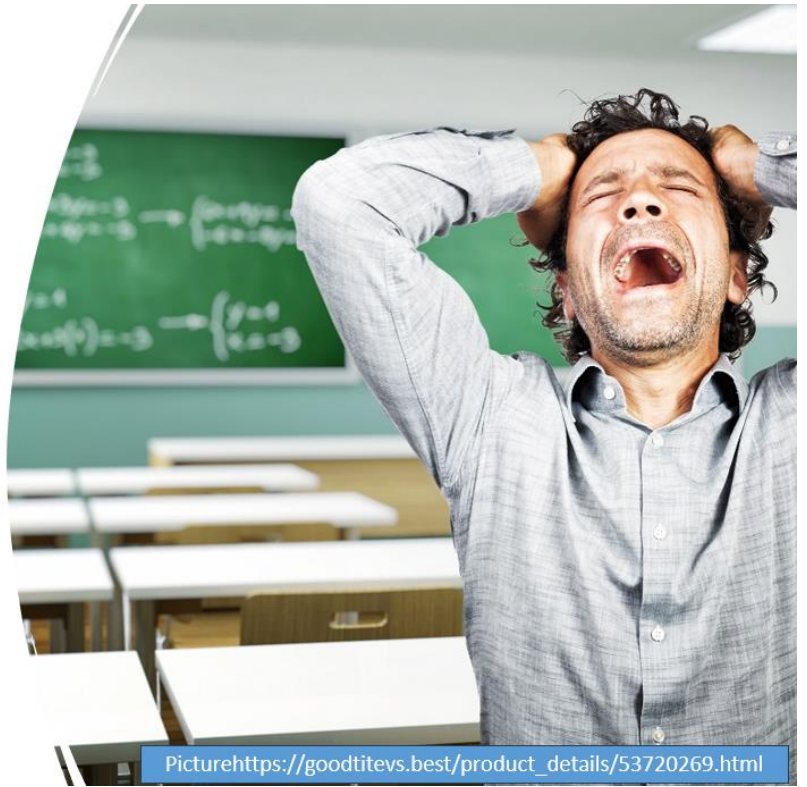
- A Vacancy List has been published:
Office-based Educator Posts within the Eastern Cape Department of Education
- Closing date: 19 August 2024
- www.eccurriculum.co.za/Bulletins.htm



VIDEO: Teacher Burnout and Stress

DISCUSSION ON TEACHER BURNOUT AND STRESS

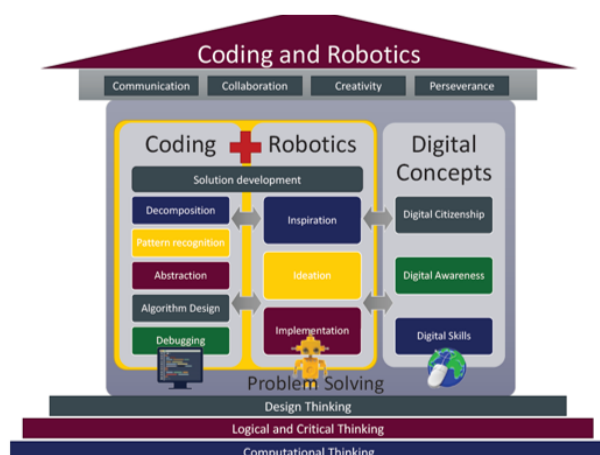
- Teacher burnout and stress,
- Warning signs and what to do.
- Practical tips and strategies to help teachers cope better.
- Click *here* to watch the video



Picture https://goodtitevs.best/product_details/53720269.html

NB! NEW CODING & ROBOTICS CAPS DOCUMENTS NB!

CAPS DOCUMENTS: CODING & ROBOTICS



• The new CAPS documents for ...

- Foundation Phase,
- Intermediate Phase and
- Senior Phase are available.

• Download at

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

ONLINE TRAINING – COURTESY OF SAOU



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

- **8 August 2024**
 - ECD development in line with the ELDAS and NELDAS
Focus Group: ECD & Foundation Phase
- **12 August 2024**
 - Transition from Gr 3 to Gr 4
Focus: InterSen
- **13 August 2024**
 - Leap year, a year with more hours – how do I balance extracurriculars with personal time
Focus: School Governing Body Employees
 - Be precise and accurate
Focus: SMT's
- **14 August 2024**
 - HOW TO...Assess properly and for the right reasons
Focus: Independent Schools
- **15 August 2024**
 - Gestures to develop language and communication in the classroom
Focus: ECD & Foundation Phase
- **19 August 2024**
 - ECD & Foundation Phase Symposium: Second Language Learning
Focus: ECD & Foundation Phase
 - Die onderrig van opsommings
Focus: Intersen
- **20 August 2024**
 - ECD & Foundation Phase Symposium: Hoe om 'n vroeë grondslag vir die 21ste eeuse vaardighede te lê
Focus: ECD & Foundation Phase
- **21 August 2024**
 - ECD & Foundation Phase Symposium: Leadership development needs of Principals in Early Childhood Education
Focus: ECD & Foundation Phase
 - HOW TO... work with learners who are visually impaired or blind
Inclusive Education
- **22 August 2024**
 - ECD & Foundation Phase Symposium: Om emosies van kinders in die VKO en GSF te verbeter
Focus: ECD & Foundation Phase
- **26 August 2024**
 - Foundations of Servant Leadership: Finding the Teacher servant leader within! A journey of self-discovery, self-acceptance and self-empowerment to become the ultimate Teacher- servant leader you ALREADY designed to be!
Focus: Intersen

ANNUAL TEACHING PLANS 2024



ANNUAL TEACHING PLANS 2023 - 2024

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

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

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 2023 - 2024](#)
- [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](#)

VACANT POSTS



VAKATURE/VACANCY

LAERSKOOL ADELAIDE PRIMARY SCHOOL

BEHEERLIGGAAMPOS / SGB POST

GR. 4 – 7

Vakke/Subjects: Wisk/Maths, SW/SS, EBW/EMS & LO/PT

Medium van onderrig / Medium of Instruction: Afrikaans & English

VEREISTES / REQUIRMENTS:

Sportorganiseerder / Sport Organiser

Sport: Rugby / Netbal(I)

Musiek/Music: Klavier/Piano – Koor/Choir

Koshuisdiens / Hostel Duty

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

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

Sluitingsdatum/Closing Date: 30 Augustus / August 2024

Diensaanvaarding / Starting Date: 1 Oktober / October 2024

Die Skoolhoof / The Principal

Tel: 046 – 684 0161 / 084 5111 018

Posbus / PO Box 7, Adelaide 5760

Faks / Fax: 086 529 2635

E-Pos / E-Mail: adelprim@r63.co.za



Queen's College

BOYS' HIGH SCHOOL

A School Governing Body (with the possibility of being a DOE Post) vacancy exists:

ENGLISH HOME LANGUAGE EDUCATOR

We invite experienced educators, including those currently employed by the Department of Education, to apply for the English Home Language teaching position to teach Grade 8 - 12. The ability to teach History can be advantageous.

This is an opportunity to join a dynamic and forward-thinking institution that values academic excellence and innovative teaching approaches as well as foster a positive and engaging learning environment.

The applicant must also be prepared to participate in the school's extra-curricular programme. The applicant needs to have strong communication and organisational skills.

This position may be linked to an internal School Governing Body (SGB) Head of Department (HOD) or Deputy position, depending on the candidate's experience and qualifications. This offers a unique opportunity for professional advancement and leadership within our school.

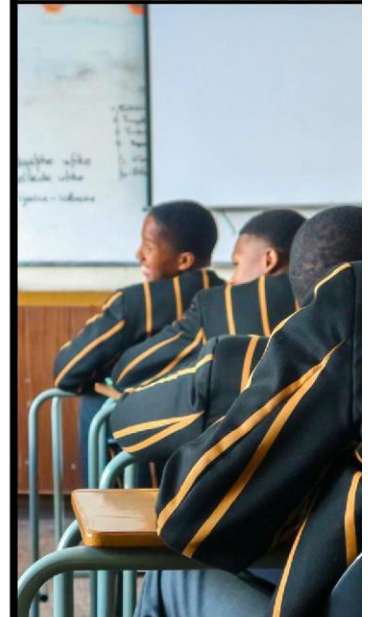
Only fully qualified and experienced educators should apply and follow the undermentioned link to submit letter of application, CV, SACE certificate and certificates of qualifications to:

<https://forms.gle/u24DFEi4fJSzDomLZ>

Should you not have been contacted by 1 October 2024, kindly consider your application as having been unsuccessful.

The school reserves the right not to fill the position.

Commencement date: Term 1 2025
Closing date: 23 August 2024





Queen's College

BOYS' HIGH SCHOOL

A School Governing Body (with the possibility of being a DOE Post) vacancy exists:

MATHEMATICS & MATHEMATICAL LITERACY EDUCATOR

We invite experienced educators, including those currently employed by the Department of Education, to apply for the Mathematics and Mathematical Literacy teaching position to teach Grade 8 - 12.

This is an opportunity to join a dynamic and forward-thinking institution that values academic excellence and innovative teaching approaches as well as foster a positive and engaging learning environment.

The applicant must also be prepared to participate in the school's extra-curricular programme. The applicant needs to have strong communication and organisational skills.

This position may be linked to an internal School Governing Body (SGB) Head of Department (HOD) or Deputy position, depending on the candidate's experience and qualifications. This offers a unique opportunity for professional advancement and leadership within our school.

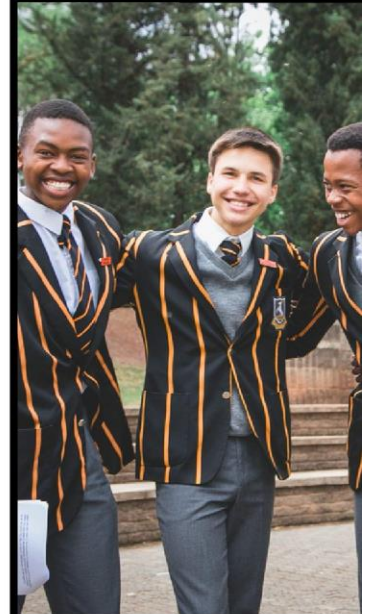
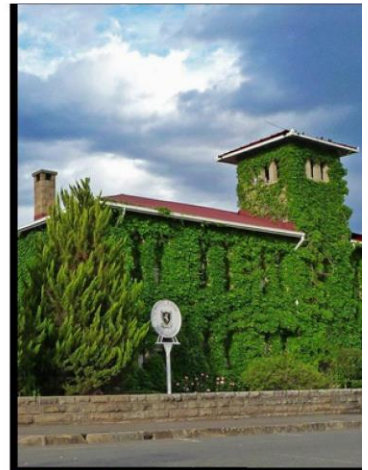
Only fully qualified and experienced educators should apply and follow the undermentioned link to submit letter of application, CV, SACE certificate and certificates of qualifications to:

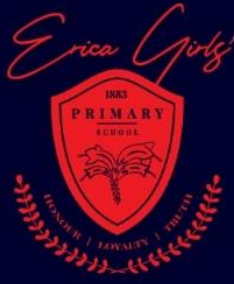
<https://forms.gle/gEEmrvrH2SGSt9Q7Z>

Should you not have been contacted by 1 October 2024, kindly consider your application as having been unsuccessful.

The school reserves the right not to fill the position.

Commencement date: Term 1 2025
Closing date: 23 August 2024





Our School Governing Body invites interested parties to apply for the following available posts for 2025

2 x FOUNDATION PHASE POSTS

Requirements

SACE Registered (or proof of application if newly qualified)
Appropriate Teaching Degree with a thorough knowledge of the CAPS curriculum

Medium of Instruction: English

Must be able and willing to contribute to the school's extra-mural programme
Computer Literate

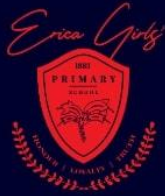
Strong interpersonal and classroom management skills
Be able to work independently as well as within a team

A covering letter and full CV with contactable references as well as certified copies of qualification/s and police clearance certificate to be HAND DELIVERED to the School.

Closing date: Friday, 23 August 2024

The SGB has the right not to proceed in filling these posts.

Please consider your application unsuccessful, should you not have received a response from the school by 1 October 2024.



Interested students who match the following criteria are invited to apply for a vacancy in our FP learnership programme.
Start date: January 2025

2 x FOUNDATION PHASE LEARNERSHIPS

REQUIREMENTS

Must be Registered at a long distance learning institution studying a Bachelor of Education in the Foundation Phase.

Swimming is compulsory.

Hockey or Netball is advantageous.

Participation in the school's extra-mural programme is compulsory.

Must be proficient in English

BENEFITS

Monthly stipend

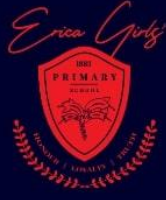
Mentorship and on-site training with qualified teachers
Involvement in a variety of school related activities and professional development opportunities

A covering letter and full CV with contactable references as well as certified copies of matric certificate, proof of studies and police clearance are to be HAND DELIVERED to the School.

Closing date: Friday, 23 August 2024

The SGB has the right not to proceed in filling these posts.

Please consider your application unsuccessful, should you not have received a response from the school by 1 October 2024.



Interested students who match the following criteria are invited to apply for a vacancy in our FP learnership programme.
Start date: January 2025

1 x INTERMEDIATE PHASE LEARNERSHIP

REQUIREMENTS

Must be Registered at a long distance learning institution studying a Bachelor of Education in the Intermediate/Senior Phase.

Swimming is compulsory.

Hockey or Netball is advantageous.

Participation in the school's extra-mural programme is compulsory.

Must be proficient in English

BENEFITS

Monthly stipend

Mentorship and on-site training with qualified teachers

Involvement in a variety of school related activities and professional development opportunities

A covering letter and full CV with contactable references as well as certified copies of matric certificate, proof of studies and police clearance are to be **HAND DELIVERED** to the School.

Closing date: Friday, 23 August 2024

The SGB has the right not to proceed in filling these posts.

Please consider your application unsuccessful, should you not have received a response from the school by 1 October 2024.



Somerset East

JOB VACANCY: DIRECTOR OF SPORT

The Director of Sport will be responsible for the overall management and development of the sport programme at Gill College.

REQUIREMENTS / VEREISTES

- Degree and/or Diploma in Sports' Management or relevant qualification.
- Minimum 3 jaar ondervinding in 'n soortgelyke posisie.
- A strong work ethic, communication, motivational and management skills.
- Gevorderde rekenaarvaardighede.
- Be able to communicate and teach in Afrikaans and English (being able to teach an academic subject would be beneficial).

RESPONSIBILITIES / VERANTWOORDELIKHEDE

- Hoofafrigter van Gill College se 1ste Rugbyspan.
- Develop and implement a strategic plan for the sport programme and providing high-quality coaching assistance to all teams.
- Bemerk en bevorder sport binne en buite die skool en bou verhoudings met moontlike beleggers / borge.

CLOSING DATE: 30 AUGUST 2024

Please send a comprehensive CV to: gillcollege@telkomsa.net

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

INTERMEDIÛRE FASE

SBL onderwyspos beskikbaar

MIDDELBURG, OOS-KAAP

Primêre Skool Karel Theron is op soek na 'n passievolle Intermediêre Fase onderwyser om by ons aan te sluit.

Die vereistes is as volg:

• **Hoofvakke:**

Wiskunde (Graad 5 - 7) & Afrikaans Huistaal

- Meld ander vakke.
- Kandidaat moet **Afrikaans magtig** wees.
- Afrigting van **buitemuurs verpligtend**.
- 'n **Kode 10 PDP** sal voordelig wees.
- Kandidaat moet beskik oor 'n **BokSmart sertifikaat**, of bereid wees om een te kry binne 'n maand na aanstelling.
- Kandidaat moet bereid wees om te reis na Middelburg, Oos-Kaap vir die onderhoud.

POSAANVAARDING: 1 OKTOBER 2024

U aansoek moet asseblief die volgende bevat:

- Volledige CV
- Gewaarmerkte afskrif van kwalifikasie
- Gewaarmerkte afskrif van matrieksertifikaat
- Gewaarmerkte afskrif van ID
- Gewaarmerkte afskrif van SACE Registrasie verpligtend
- Polisieklaring verpligtend

E-pos u aansoek aan: kareltheronposte@gmail.com

Sluitingsdatum: 23 Augustus 2024

Verwysing: Meld in e-pos KT_Intermerdiêre Fase

Neem kennis dat slegs kortlys kandidate gekontak sal word. Indien u nie gekontak word binne 2 weke na die sluitingsdatum nie, was u aansoek onsuksesvol. Die SBL behou die reg voor om nie die pos te vul nie.

2024
KAREL THERON



**THE HERBERT HURD SCHOOL
GOVERNING BODY HAS A VACANCY FOR A
MUSIC POSITION
COMMENCING 1 JANUARY 2025**



THE CANDIDATE MUST :

- Have a BMus Degree or Diploma in Music
 - PGCE qualification
- Be SACE registered and computer literate
 - Have a Grade 8 qualification in Piano
- Have either a Grade 7 qualification in French horn OR Grade 5 Percussion qualification

DUTIES INCLUDE:

- Teaching Foundation Phase class music
- Teaching of Piano and either Percussion or French horn
- Conducting of the Junior Choir

CLOSING DATE FOR APPLICATION:

30 August 2024 @ 13:00

Applications must be hand delivered to the school office and must include a covering letter, CV, qualification, references & two testimonials.

The school reserves the right not to proceed with the filling of the post. Only shortlisted candidates will be notified telephonically to arrange an interview.



**THEODOR
HERZL
SCHOOLS**

WE ARE HIRING

MATHEMATICAL LITERACY



AVAILABLE POSITION:

- Mathematics Literacy Teacher
- Grade 10-12
- January 2025

SEND YOUR CV TO:

kennedy@theodorherzl.co.za

MORE INFORMATION:

Closing Date: 23 August 2024

Follow the link:

<https://www.isasa.org/vacancies/listing/mathematics-literacy-teacher-grade-10-12>

**SCHOOLS
with HEART**

LAWSON BROWN HIGH SCHOOL

WE ARE

HIRING

SGB EDUCATORS

AVAILABLE POSTS

1. MATHEMATICS (GRADE 8-9)
MATHEMATICAL (GRADE 10-12)
LITERACY
2. ENGLISH HL (GRADE 8-12)

REQUIREMENTS

SACE DOCUMENT AND POLICE CLEARANCE

PLEASE HAND DELIVER YOUR CV AND COVER LETTER, WITH
CERTIFIED SUPPORTING DOCUMENTS OR EMAIL TO:

lawsonbrown@mweb.co.za

041 374 3172

2 EYRE ST., MILLARD GRANGE, GQEBERHA

Closing Date: 16 August 2024, 12:00.

Please note only successful candidates will be contacted to start on 1
September 2024.

The Governing Body of



Alexander Road High School

In Newton Park, Gqeberha would like to appoint an

Afrikaans FAL teacher

With effect from 1 January 2025

Suitable candidates will have most of the following attributes:

- Experience in teaching FAL Afrikaans to Grade 8 to 12.
- An appropriate qualification
- Be an excellent communicator and collaborator.
- Be able to contribute meaningfully to the school extramural programme.
- An enthusiasm for professional development.
- A demonstrated capacity to improve the results of their learners.

Applicants should send a CV, proof of qualifications and motivational letter to info@arhs.co.za before 31 August 2024.

The SGB or Alexander Road High School reserves the right not to appoint a candidate in this post. Successful candidates will be subject to a police clearance and child protection register checks.

CONNAUGHT HOUSE HOSTEL

requires the services of a qualified and experienced **SCHOOL HOSTEL CATERING MANAGER**

Duties, responsibilities and/or requirements include:

- Co-ordinating all activities related to catering for boarders and hostel staff
- Experience in managing staff
- Experience in Budgeting and Stock Control
- IT Literacy is essential

Please submit your CV including 3 contactable references to:

cv.high@clarendonschools.co.za

Closing date: 12 August 2024

Commencement of duties: as soon as possible

Applicants who have not been contacted by 31 August 2024 should assume that they were unsuccessful. Only shortlisted applicants will be contacted. The position is funded by the Governing Body. The Governing Body reserves the right not to fill the position.

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



CLARENDON
High School for Girls

Hoërskool Wesbank

West Bank High School

OOS-LONDEN
EAST LONDON



Iustorum Semita Quasi Lux Splendens

- The path of the just is as a shining light -

West Bank High School in East London invites applications for a School Governing appointment in:

MATHEMATICAL LITERACY & LIFE ORIENTATION

(Senior & FET Phase)

Hoërskool Wesbank is 'n dubbelmedium skool en onderwysers moet klasse kan aanbied in BEIDE Engels en Afrikaans.

REQUIREMENTS:

- Graduate qualification OR PGCE
- Must be able to teach in **BOTH** English and Afrikaans.
- Must be registered with SACE.
- Must be willing to participate fully in the extra-curricular programme of the school.
- Must be qualified to teach in the Senior & FET phase.

This is a governing body position. Applicants not contacted within 10 days of the closing date have not been successful. The SGB reserves the right not to fill the position.

Please email your CV, a copy of your ID, proof of qualifications including academic transcript, state extra-murals offered, references and a recent police clearance to:

The principal email: office@westbankschool.co.za

Closing date for applications: 10 August 2024
Commencement date: 26 August 2024



- VACANCY : EDUCATOR -



St Joseph's

PREPARATORY & COLLEGE

Inspiring Greatness

VACANCIES COLLEGE EDUCATORS

START DATE: 01 JANUARY 2025

Calling all qualified educators. The following specialised subject positions are available: Afrikaans, English, IsiXhosa, Mathematics, IT/ Coding and Robotics, Tourism, History and Social Sciences.

Documents to be submitted:

1. Detailed CV
2. Certified Copy of Qualification and Academic Transcripts
3. SACE Certificate
4. Police Clearance
5. Minimum of 3 Testimonials

Complete the Google form using the link provided.

CLOSING DATE: 12 AUGUST 2024

ONLY SHORTLISTED CANDIDATES WILL BE CONTACTED

Private School
Beacon Bay, East London
043 050 6757
www.sjschool.co.za



Victoria Park High School

"Prepared for Life"



PERMANENT GOVERNING BODY POST

ENGLISH HL (GRADE 8-12)

EXPERIENCE IN THE FOLLOWING WOULD BE RECOMMENDED:

- Qualified with 3 years teaching experience.
- SACE registered (if you are registered).
- State extra mural activities.
- (proof of qualifications, copy of ID must be included in your application)

COMMENCEMENT OF DUTY:

January 2025

CLOSING DATE FOR APPLICATIONS:

19 August 2024

APPLY NOW

Only short-listed candidates will be contacted.

A detailed CV must be emailed to pa@vphigh.co.za, please follow the link/QR code and complete the google questionnaire.





CLARENDON PARK PRIMARY SCHOOL

The following Governing Body post will exist for a suitably qualified candidate as from 1 January 2025:

GRADE 6 EDUCATOR

(There is a possibility that this post may become a Governing Body Departmental Head post. Candidates should indicate their possible interest in such a promotion post in their application documentation)

Should you wish to apply, please submit your CV (including certified copies of qualifications, SACE registration certificate, extra murals offered and 3 contactable references) via the school office or email **clarendon@clarendonpark.co.za** (*email only for out of area applicants*) by 12 August 2024.

The school reserves the right not to fill this post. Applicants who have not been contacted by 30 August 2024, should assume that they have been unsuccessful.

COMMITTED TO PROVIDING A QUALITY EDUCATION



HOËRSKOOL HANGKLIP HIGH SCHOOL

OLIVIER ROAD | KINGSWAY | QUEENSTOWN | EASTERN CAPE | 5319



045 838 3552



admin@hshangklip.co.za



Hoërskool Hangklip High School

ONDERWYSPOS / TEACHING POST

IGO / EGD Gr. 10 - 12

Tegnologie / Technology Gr. 8 - 9

BEHEERLIGGAAMPOS / MOONTLIKE DEPARTEMENTELE AANSTELLING
GOVERNING BODY POST / POSSIBLE DEPARTMENTAL APPOINTMENT

MELD ADDISIONELE VAKKE / STATE ADDITIONAL SUBJECTS
PARALLELMEDIUM / PARALLEL MEDIUM

AANVANGSDATUM / STARTING DATE : 1 OKTOBER/OCTOBER 2024

VEREISTES / REQUIREMENTS:

- Bewys van SARO-registrasie / **Proof of SACE-registration**
- Nodige kwalifikasie / **Necessary qualification**
- Gewaarmerkte afskrifte van oorspronklike dokumente / **Certified copies of original documents**
- Volledige Curriculum Vitae / **Complete Curriculum Vitae**

Die geskikte kandidaat moet 'n passie vir onderwys hê. Buitemuurse betrokkenheid sal tot voordeel wees.
The suitable candidate must have a passion for education. Extracurricular involvement would be beneficial.

**KOSHUISINWONING BESKIKBAAR INDIEN ONGETROUD.
HOSTEL ACCOMMODATION AVAILABLE IF UNMARRIED.**

DOEN AANSOEK BY / APPLY AT:

Die Skoolhoof / **The Principal**

Posbus 657 / **PO Box 657**

Queenstown, 5319

E-pos / **Email:** admin@hshangklip.co.za

SLUITINGSDATUM : 23 AUGUSTUS 2024

CLOSING DATE: 23 AUGUST 2024

Indien u nie teen Vrydag, 30 Augustus 2024, gekontak is nie, moet u aanvaar dat u aansoek onsuksesvol was.
If you have not been contacted by Friday 30 August 2024, you must assume that your application was unsuccessful.



LAERSKOOL GILL PRIMARY

Somerset-Oos/East

At the foot of the Boschberg mountain lies the beautiful, quaint and simple little town, Somerset East. Gill Primary School forms part of the heart of our picturesque town, a school that prides itself on great education, extra-curricular activities and a strong sense of community; a school that wants you to join our Gill Primary family, in helping mould the lives of our generation to come.

SGB Vacancy - 2025

Intermediate and Senior Phase Teacher

Minimum requirements

- Communication in Afrikaans and English
- Teaching Mathematics in Afrikaans and English; and teaching Afrikaans Home Language will be to your advantage
- Qualified B.Ed Intermediate and Senior Phase or suitable qualification
- SACE registered
- Dynamic with great team work abilities
- Participate in school extra-curricular activities with experience in rugby and cricket coaching
- Valid PDP license

Applications

- Qualifications
 - Matric Certificate
 - SACE
 - ID
 - Full CV
- The Principal : gillp@eastcape.net

Closing Date

12 August 2024

Should you not receive a response within 2 weeks, please consider your application unsuccessful.

Ons is KLEIN, maar ons droom GROOT! 🏡 We are SMALL, but we dream BIG!



LAERSKOOL GILL PRIMARY

Somerset-Oos/East

Aan die voet van Boschberg lê die pragtige, unieke en eenvoudige dorpie, Somerset-Oos. Laerskool Gill vorm deel van die hart van ons skilderagtige dorpie, 'n skool wat trots is op goeie opvoeding, buitemuurse aktiwiteite en 'n sterk gemeenskapsgevoel, 'n skool wat wil hê dat jy en jou geliefdes by ons Laerskool Gill-familie moet aansluit om die lewens van ons toekomstige generasie te vorm.

SBL-vakature - 2025

Intermediêre- en Seniorfase Onderwyser

Minimum vereistes

- Kommunikasie in Afrikaans en Engels
- Onderrig van Wiskunde in Afrikaans en Engels; en die onderrig van Afrikaans Huistaal sal voordelig wees
- Gekwalifiseerde B.Ed Intermediêre- en Seniorfase of gepaste kwalifikasie
- Moet SACE geregistreerd wees
- Moet dinamies wees en in staat wees om as span saam te werk
- Neem deel aan skool buitemuurse aktiwiteite met ondervinding in rugby- en krieketafrigting
- Geldige PDP-lisensie

Aansoeke

- Kwalifikasies
 - Matrieksertifikaat
 - SACE
 - ID
 - Volledige CV
- Die Hoof : gillp@eastcape.net

Sluitingsdatum

12 Augustus 2024

Indien u nie binne 2 weke gekontak word nie, beskou asseblief u aansoek as onsuksesvol.

Ons is KLEIN, maar ons droom GROOT! 🏡 We are SMALL, but we dream BIG!

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

HIRE ME!



NAME	SURNAME	QUALIFICATIONS	PHASE	SUBJECTS	AREA
Nelly	Letaba	Post Graduate Certificate in Education Bachelors degree in social sciences	Senior, FET / VOO	Economics, Business studies and Economic and management sciences	Anywhere in the Eastern Cape only.
ATHINI	GONYANA	BACHELOR OF EDUCATION	Senior, FET / VOO	Life sciences Physical sciences Natural sciences Life orientation Creative arts	Anywhere in the Eastern Cape willing to relocate.
Rochelle	Olivier	B.ed pre-school and foundation phase	Foundation / Grondslag	English HL & FAL Afrikaans HL & FAL Mathematics Life skills	Anywhere
Motheo	Keetlhapile	Public Administration and PGCE	Senior, FET / VOO, School Admin Post / Administratiewe pos	EMS Economics Business Studies	Anywhere in the Eastern Cape

AVAILABLE TEACHERS: ONLINE CVs



154 online CVs received the past 6 months 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)**

- ✚ 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**

- ✚ 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**

- ✚ Combating Racism in Multi-Racial Schools
- ✚ Crisis in Classrooms: Learner Violence against Teachers
- ✚ 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**

- ✚ 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**

- ✚ 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**

- ✚ 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

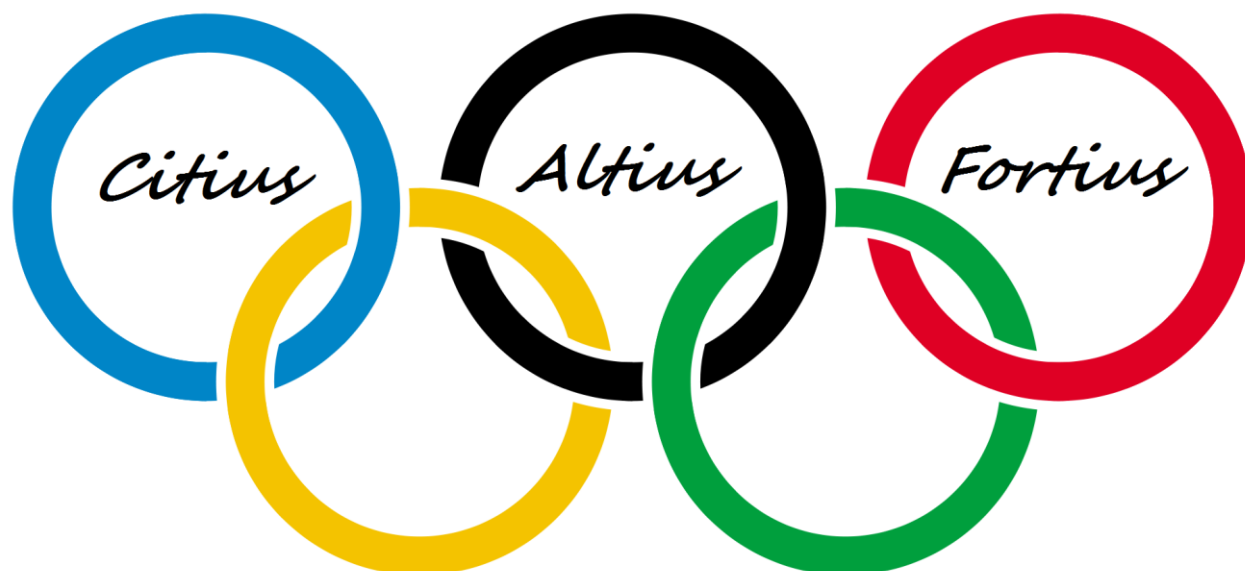
● **Miscellaneous**

- ✚ Effective School Budgeting: Key Steps and Tips
- ✚ Charity with Dignity
- ✚ New Principal? Turning Challenges into Charisma

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 next week's contributions: **Thursday at 13:00**.



Faster, Higher, Stronger

- 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