

**APPLICATION FOR AN UNEMPLOYED PROFESSIONALLY QUALIFIED EDUCATOR TO BE INCLUDED ON THE MPUMALANGA
DEPARTMENT OF EDUCATION'S UNEMPLOYED EDUCATOR REGISTER**

INSTRUCTIONS

1. This form must be duly completed by an Unemployed Professionally Qualified Educator to be included on the Unemployed Educator Register to be maintained by the Mpumalanga Department of Education;
2. This Form shall be submitted in place of a Curriculum Vitae and shall be completed in ink;
3. Copies of all formal Academic Qualifications, Academic Transcript for every qualification shall be attached including highest school qualifications, SACE Certificate and RSA ID documents;
4. If in possession of Foreign Qualification the SAQA Certificate as well as Department of Higher Education Evaluation of Educator Qualifications Certificate if available shall be attached;
5. The duly completed Form and supporting documents shall be e-mailed to unemployededu.mpumalanga@mpumedu.gov.za
6. The duly completed documents can also be submitted to the Office of the Deputy Director: HR Services in the Districts of the Sub-Directorate: HR Staffing at Head Office, Bhamanga Building, Government Complex, Nelspruit;
7. Complete in full or indicate with a "X" where required

1. Section 1: Personnel Particulars of the Educator

a. Personal Particulars:

PERSAL No:		ID Number:				RSA Citizen:		Yes	No
Surname:								Initials:	
First Name(s):								SACE Certificate Number:	
Gender:	F	M	Race:	A	C	I	W	E-Mail Address:	
Area of Preference for Employment: <small>Indicate the Circuit or District if specific area is required or any school of no specific area is required</small>								Alternative E-Mail	
								Alternative E-Mail	
Cell Number:		Alternative Cell Numbers:							
School Completed Grade 12:						Province Completed Grade 12:			

b. Qualifications:

Tertiary Institution Attended	Qualification Obtained	Date Obtained	Subjects Passed

c. Subjects Qualified to Teach: *(The specific phase of teaching experience should be indicated in the column provided i.e. Foundation, Intermediate, Senior, PET or a combination of the relevant phases)*

Subjects	Grades	Phase	Language in which You can Teach Subject

d. Teaching Experience:

Name of Department	Institution	Start Date	End Date	Capacity	Subjects	Grades

e. Declaration by Teacher:

SIGNATURE OF APPLICANT	DATE
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Mpumalanga Department Of Education Application Form 2016

**Mpumalanga (South Africa).
Department of Education**



Mpumalanga Department Of Education Application Form 2016:

The Devil Made Me Do It Nicky Falkof, 2025-08-01 South Africa can sometimes appear to be awash with occult crime From satanist conspiracies and witchcraft accusations to muti murders and demonic possession a trawl through our national news suggests a society at war with the forces of evil Why does the occult have such a grasp on our collective imagination In this vastly unequal country with its crises of gender based violence child abuse poverty and unemployment there are more than enough obvious dangers to our social stability Why then are South Africans so quick to blame the supernatural for violence and misfortune How do beliefs in occult crime intersect with problems of gender race and class And is there any truth to these supernatural tales The Devil Made Me Do It examines these and other thorny questions by probing the stories beliefs and rumours behind the so called occult crimes that have entranced South Africa s fractured psyche They include the murder of a child mistaken for a tokoloshe in the 1920s the satanic panic that gripped the nation in the 1980s and 1990s the Krugersdorp cult killings of 2012 16 and the muti murder of a six year old girl in 2022 What can these crimes and the way they are represented by media police and other institutions tell us about South Africa today **A Handbook on Legal**

Languages and the Quest for Linguistic Equality in South Africa and Beyond Zakeera Docrat, Russell H Kaschula , Monwabisi K Ralarala, 2021-06-02 A Handbook on Legal Languages and the Quest for Linguistic Equality in South Africa and Beyond is an interdisciplinary publication located in the discipline of forensic linguistics language and law This handbook includes varying comparative African and global case studies on the use of language s in courtroom discourse and higher education institutions Kenya Morocco Nigeria Australia Belgium Canada and India These African and global case studies form the backdrop for the critique of the monolingual English language of record policy for South African courts the core of this handbook discussed in relation to case law and the beleaguered legal interpretation profession This handbook argues that linguistic transformation and decolonisation of South Africa s legal and higher education systems needs to be undertaken where legal practitioners are linguistically equipped to litigate in a bilingual multilingual courtroom that enables access to justice for the majority of African language speaking litigants enforcing their constitutional language rights

Local Officials and the Struggle to Transform Cities Claire Bénit-Gbaffou , 2024-02-27 Why are even progressive local authorities with the will to improve seldom able to change cities Why does it seem almost impossible to redress spatial inequalities deliver and maintain basic services elevate impoverished areas and protect the marginalised communities Why do municipalities in the Global South refuse to work with prevailing social informalities and resort instead to interventions that are known to displace and aggravate the very issues they aim to address Local Officials and the Struggle to Transform Cities analyses these challenges in South African cities where the brief post apartheid moment opened a window for progressive city government and made research into state practices both possible and necessary In debate with other progressive moments in large cities in Brazil the USA and India the book interrogates City officials practices It considers the

instruments they invent and negotiate to implement urban policies the agency they develop and the constraints they navigate in governing unequal cities This focus on actual officials practices is captured through first hand experience state ethnographies and engaged research These reveal day to day practice that question generalised explanations of state failure in complex urban societies as essential malevolence contextual weakness corruption and inefficiency It is hoped that opening the black box of the workings of state opens paths for the construction of progressive policies in contemporary cities

South African Schooling: The Enigma of Inequality Nic Spaull, Jonathan D. Jansen, 2019-11-05 This volume brings together many of South Africa's leading scholars of education and covers the full range of South African schooling from financing and policy reform to in depth discussions of literacy numeracy teacher development and curriculum change The book moves beyond a historical analysis and provides an inside view of the questions South African scholars are now grappling with Are there different and preferential equilibria we have not yet thought of or explored and if so what are they In practical terms how does one get to a more equitable distribution of teachers resources and learning outcomes While decidedly local these questions resonate throughout the developing world South Africa today is the most unequal country in the world The richest 10% of South Africans lay claim to 65% of national income and 90% of national wealth This is the largest 90/10 gap in the world and one that is reflected in the schooling system Two decades after apartheid it is still the case that the life chances of most South African children are determined not by their ability or the result of hard work and determination but instead by the colour of their skin the province of their birth and the wealth of their parents Looking back on almost three decades of democracy in South Africa it is this stubbornness of inequality and its patterns of persistence that demands explanation justification and analysis This is a landmark book on basic education in South Africa an essential volume for those interested in learning outcomes and their inequality in South Africa The various chapters present conceptually and empirically sophisticated analyses of learning outcomes across divisions of race class and place The book brings together the wealth of decades of research output from top quality researchers to explore what has improved what has not and why Prof Lant Pritchett Harvard University There is much wisdom in this collection from many of the best education analysts in South Africa No surprise that they conclude that without a large and sustained expansion in well trained teachers early childhood education and adequate school resources South Africa will continue to sacrifice its people's future to maintaining the privileges of the few Prof Martin Carnoy Stanford University Altogether one can derive from this very valuable volume if not an exact blueprint for the future then certainly at least a crucial and evidence based itinerary for the next few steps Dr Luis Crouch RTI

Annual Report Mpumalanga (South Africa). Department of Education, 2017

The Transformative Power of Language Russell H. Kaschula, H. Ekkehard Wolff, 2020-09-10 Language has played a pivotal role in societal transformation in postcolonial Africa towards the creation of globally competitive knowledge societies however so far this role has been under researched and under estimated This volume addresses this gap in the literature by bringing together a

team of globally recognised scholars to explore the effect of language on African postcolonial societies and how it has contributed to achieving mental decolonisation A range of languages are explored both imported ex colonial and indigenous African and case studies from different spheres of public discourse are investigated from universities to legal settings Demonstrating that multilingualism is a resource for rather than barrier to successful transformation this book brings the intellectualisation and institutionalisation of African languages to the forefront of development discourse and provides an insightful snap shot of how current academic research public discourse political activism and social community engagement have contributed to societal transformation in South Africa Annual Performance Plan Mpumalanga (South Africa). Department of Education,2016 *Overview of the Implementation of the Financial Disclosure Framework* ,2015 Annual report South Africa. Department of Home Affairs,2016 **Annual Report** South Africa. Department of Social Development,2016 **National Youth Development Agency Annual Report** South Africa. National Youth Development Agency,2016 *Educamus* ,1986 **Gaffney's Local Government in South Africa** ,2004 *2000-2005 Action Plan for Mpumalanga Department of Education* Mpumalanga (South Africa). Department of Education,2000 *Annual Report* Mpumalanga (South Africa). Department of Education,2016 **Department of Education** Mpumalanga (South Africa). Department of Education,2010 **Information Statement, August 2016** Western Australia. Department of Education,2016 Education Action Zones (guidance and Application Form). ,1998

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