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In-tuition

Newsletter of the Faculty of Education at the University of Pretoria

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Dean welcomes first year students

Prof Chika Sehooole, Dean in the Faculty of Education, welcomed first year students during the orientation week in January 2019. 'Enjoy our lovely campus and all the facilities we have created for you. We appreciate that though you come from different social, economic, and religious backgrounds, it is our sincere hope that you will surely fit into this community and relate well with everybody as you pursue your career. You will have an opportunity to be introduced to officials in charge of the various sections/ departments /divisions from whom you may require services.'

'I would like to inspire and congratulate you on the beautiful and noble career you have chosen to embark on. I want to tell you to approach your chosen career with confidence. You are a unique and talented mix of students who have come to join us from every corner of the country; and the world. We are all happy and excited to receive you as newly born members of this great family of the Faculty of Education, the Faculty of Choice. I believe that you did well in choosing UP and this Faculty.'

'Worldwide there are over 25 000 universities and the University of Pretoria is ranked among the top 550 universities and the Faculty of Education among the top 250-300 Faculties of education in the world. That means you will

be coming to a university and faculty that are globally recognised and competitive.'

'The University has put in place various resources to enable you to accomplish your dreams in line with the National Development Plan (Vision 2030) which aims at South Africa having the most effective education system possible by 2030. We have the Fly@UP programme which aims to assist you to pass successfully and finish your dream degree in record time. There are also various academic support programmes that are available to enable you to succeed in your studies, so please utilise them.'

'Our academic programmes are of a high quality and are geared towards the needs of the classrooms in our country and elsewhere. Our graduates find employment within the first 3 months of finishing their degrees. This is because our teachers are trained very well and are competitive. Ensure that you pass your exams and attain what you have come here for. I wish for all of you to leave this campus with the qualification you came here for because that is what matters most. Do not just desire to pass, but desire to pass excellently! You further need to think about what you will do after the four years of your qualification.'



▲ Prof Chika Sehooole, Dean, with some of the first year Inca students on their first day of orientation. Also seen is Carl Kumm, First Year Guardian from House Tirisano and Salomé Prinsloo, HC at Inca Residence.

Message from the DEAN

Proud to be associated with the Faculty of Education



*Prof Chika Sehoole,
Dean: Faculty
of Education*

The University that you have joined is amongst the oldest and most prestigious institutions this country has ever produced. Our vision is to produce high performing, quality teachers who are able to teach learners; and we will achieve that through training and producing disciplined and qualified men and women who will go back to their communities and be the change they want to see. We are committed to quality delivery of services by being prompt, transparent and accountable in all our undertakings, in line with good corporate governance.

Your joining the Faculty of Education at the University of Pretoria comes with many expectations on your part, as well as from parents, colleagues and lecturers. All of us have one thing in common, and that is a desire to see you succeed in your studies. Failure to do so will lead to disappointments and frustrations.

You have free WiFi facilities which have to be utilised to support your teaching and learning, including support for your social life on campus. Familiarise yourself with the offerings and programmes which are available online. Familiarise yourself with the timetable and the venues where you will attend classes and what the assessment policy of the university says; all of which are accessible online.

As part of the degree requirements, it is mandatory that you undergo Teaching Practice to acquire practical knowledge/ experience relevant to your training as a teacher. During this period we expect you to adhere to the school rules and exhibit a high degree of discipline and professionalism. The teaching experience should form a valuable part of your CV and give you a competitive advantage over others when it comes to looking for employment.

While pursuing your studies, we have channels of communication to facilitate basic communication within the University. We as management are transparent and encourage an open door policy. Apart from the laid down procedures, we communicate through notices, meetings, media and our website. Like the Faculty Facebook page as it always has up to date information on what the Faculty is up to, amongst other things.

The University expects you to pay all your fees to access essential services. If you have a bursary, kindly inquire of Finance as to how far your payments are. For those who use Funza Lushaka, please make sure that you learn from the previous students how to utilise that money to cover the whole year, especially in terms of food. We are lucky to have amongst ourselves today the custodian of the Funza Lushaka Bursary from the DBE who will take you through precautions in relation to the bursary scheme.

Orientation session for new and temporary staff members



▲ **From left front:** Mr Lindo Ubisi; Ms Lindiwe Nchabeleng; Mr Philip Mirkin; Ms Roxanne Do Rego; Ms Evelyn Naggayi; Prof Chika Sehoole (Dean); Ms Nadia Swanepoel; Dr Nita Pieterse; Mr Siseko Kumalo and Dr Margaret Chauke. **From left back:** Mr Leepile Motlhalwa; Mr Che Jude; Ms Joalise van Rensburg; Ms Nthembe Mbewe; Prof Pieter du Toit (presenter); Ms Dominique du Toit; Mr Stiaan Kamffer; Ms Nurain Abu; Ms Florence Shange; Mr Xolani Khohliso; Mr Jan van der Merwe; Mr Theo Morapa and Mr LJ van Zyl.

Minister to be awarded the PhD degree

One of the highlights of the graduation ceremony in the Faculty of Education will be conferring of the degree of Doctor of Philosophy on Ms Naledi Pandor, Minister Higher Education and Training. Minister Pandor first registered for her PhD in January 2015, and her research topic was 'The contested meaning of transformation in higher education in post apartheid South Africa.'



▲ Prof Chika Sehoole, Dean of the Faculty of Education with Minister Naledi Pandor, holding her thesis.

The study investigated the ongoing and persistent concern with transformation, and the various meanings intended by users of the concept, when used with regard to higher education in post-apartheid South Africa. The study found that since 1994 there have been a range of initiatives by the new democratic government directed at reversing the legacies of apartheid higher education. Despite the stated intentions of these attempts, there continue to be constant arguments, demands and critiques which assert that the intention of achieving transformation in higher education is not being realised.

One of the external examiners, Professor Fazal Rizvi (from the University of Melbourne in Australia) commented that the thesis makes an original contribution to the scholarly literature – in addressing a question that is central to the development of the South African higher education

system: how to understand the contested meanings of transformation, and how to work across these meanings to develop a more coherent sense of the ways in which higher education might help to democratize South African society.

She completed her degree within a record time of four years. According to her supervisor, Professor Chika Sehoole, who is also the Dean of the Faculty of Education, 'Ms Pandor was a model student every supervisor would like to work with.' She was diligent, hard working and often delivered on the agreed assignments and tasks on time, despite her busy schedule as a Minister of Higher Education and Training, Cabinet member, and a member of the Executive Committee and Working Group Committee of the ruling Party.

The degree will be conferred at a graduation ceremony on the 16 April 2019.

New Vice-Chancellor and Principal visits Faculty of Education

The University of Pretoria Council has appointed Professor Tawana Kupe as the new Vice-Chancellor and Principal of the University. This follows the resignation of Professor Cheryl de la Rey, who has taken up the position of Vice-Chancellor of the University of Canterbury in New Zealand.

In his statement of intent, Professor Kupe said, 'Universities have a responsibility to develop educated, well-informed and

professionally skilled people who can address local and global challenges and contribute towards creating successful and thriving societies.'

'To be able to play these critically important roles, universities must enjoy academic freedom and institutional autonomy, allow for freedom of inquiry and be transparent, accountable and ethical in their practices in all respects.'



◀ Newly appointed Vice-Chancellor and Principal, Prof Tawana Kupe (left) with Prof Chika Sehoole, Dean.

Editorial



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Permanent staff appointed

Dr Bishum Parag

Dr Bishum Parag was appointed as a lecturer in the Department of Education Management and Policy Studies.

Dr Parag is an alumnus of the University of Pretoria. Apart from his PhD in Education Management and Policy Studies, Dr Parag's qualifications include: Junior Secondary Education Diploma, Bachelor of Arts, Bachelor of Education and a Master's in Business Leadership. His research interests span the education leadership and management area.

As an ex-Education district official in the Teacher Development sub-directorate, much of his work engagement entailed promoting and supporting the Continuing Professional Development of educators, monitoring and evaluating the implementation of the Integrated Quality Management System, monitoring and evaluating curriculum management and the induction of newly appointed School Management Teams and Post Level One educators.



Ms Joyce West

Ms Joyce West was appointed as a lecturer in the Department of Early Childhood Education. She previously worked at Aros (Akademie Reformatoriese Opleiding en Studies) which is a private higher education institution in Pretoria.

Her interests include language education, especially second language education, translanguaging and the alleviation of ethnocentrism. She loves innovative 21st century teaching ideas as well as

interactive, hybrid teaching methods and approaches.

Ms West was a Fulbright Scholar in 2016 where she served as a 'scholar in residence' at Dordt University and also collaborated with Ofelia Garcia at City University of New York (CUNY). Ms West is currently completing her PhD degree under the supervision of Prof Rinelle Evans from the Department of Humanities Education.

Dr Margaret Chauke

Dr Margaret Chauke was appointed in the Department of Education Management and Policy Studies as a lecturer. Previously she was a teacher, head of department for the intermediate phase, and deputy principal at Rethakgetse Primary School. She then became the principal of Umthombo and Sediba sa Thuto Primary Schools, followed by becoming Deputy Chief Education Specialist in the Gauteng Department of Education.

She obtained her BEd Honours and her Master's degree in Education Management Law and Policy from the University of Pretoria. She further obtained her Doctoral degree at UNISA. Her doctoral thesis was on 'The experiences of educators in management of inclusive classrooms'. She has been involved in research since

2006. While doing her Master's studies, she was appointed to work as an academic supporter in the department of EMPS and was involved in distance education as a part-time lecturer and a marker. Her research focus falls under a broad umbrella of inclusive education, learner support and issues related to pastoral care for vulnerable learners at school.

She has submitted two articles for publication derived from her doctoral thesis and is waiting for feedback. The articles are: 'Educators' pastoral role in teaching learners who experience barriers to learning in grade six inclusive classrooms in South Africa' and 'Educators as mediators in teaching English as first additional language in grade six inclusive classrooms in South Africa'.



Dr Surette van Staden appointed as Director of CEA



Dr Surette van Staden was recently appointed as the new Director of the Centre for Evaluation and Assessment (CEA).

She obtained her degrees at the University of Pretoria and qualified as a research psychologist in 2001. After a year in the industry, working as a psychometric tools developer for a private company, she was appointed as a researcher at the CEA in August 2003. Here she was exposed to a number of contract research projects and in 2004 she was offered a career shaping opportunity to work on the Progress in International Reading Literacy Study (PIRLS). She used PIRLS as a basis for her PhD in Assessment and Quality Assurance to investigate the factors that affect reading literacy for different language groups in South Africa.

In 2011 Surette was appointed as a lecturer in the Department of Science, Mathematics and Technology Education. This appointment provided her with an opportunity to build a teaching and

learning portfolio for both contact and distance education modes of delivery. In December 2015 she received a Y2 rating from the NRF, with a focus on quantitative methods that can be used to investigate data from large-scale studies like PIRLS.

While she has a fulfilling role as national research coordinator for PIRLS 2021 in South Africa, she also serves on the International Questionnaire Development Group committee whose task is the development of the questionnaire frameworks for participating PIRLS countries. Her appointment as director of the CEA became official in December 2018.

Her vision for the Centre is to engage in projects that could make a difference to the South African education system, and to provide a space for growth for everyone who works at the CEA.

Mr Lucky Masehla

Mr Lucky Masehla, who was Student Administrator at Distance Education in the Faculty of Education, has been appointed as Postgraduate Student Administrator effective from 1 February 2019. Mr Masehla joined Distance Education in 2014 and has assisted students with various enquiries such as applications, exam registrations and contact sessions.

He also managed the Distance Education Call Centre, which is a great benefit for students who are studying at a distance from the University. Mr Masehla has a passion for working with students and supports students in completing their studies in the prescribed period. 'I am excited to start my journey assisting the Faculty of Education to deliver postgraduate students,' he said.



Ms Nompumelelo Ngcobo

Ms Nompumelelo Ngcobo was appointed as a Departmental Administrator at the office of the Deputy Dean. She holds a National Diploma in Office Administration from Mangosuthu University of Technology and a BTech Degree in Business Administration from UNISA.

She has a great deal of experience working as a Personal Assistant for Senior Management at academic institutions. In 2017 she obtained her postgraduate Diploma in Information Science from UNISA.



Mr Xolani Khohliso

Mr Xolani Khohliso was appointed as a lecturer in the Department of Humanities Education.

He teaches Methodologies of isiZulu and Literacies in Education at different levels. He is currently pursuing his Doctor of Philosophy degree in the School of Education, majoring in the Curriculum Studies Discipline, Language, and Media Studies. His research interests lie in African language pedagogy, second language pedagogy, second language acquisition and learning, and curriculum development and design.

He holds National Certificate in Information Technology-End User Computer, Bachelor of Education, Bachelor of Education Honours and Master of Education Degree in Language, Art and Media Studies.

He is a promoter and an activist for African languages as languages of research and communication in the academic space. He believes in the preservation of African languages as vital and constructive tools to build society. He is engaged in community services such as being a board member of McCord Provincial Eye Hospital under the KZN Department of Health, and a council member of Thekwini TVET College under the Department of Higher Education and Training.



International Conference in Kenya for the study of African Jewry

The Department of Humanities Education has made significant contributions at the international level. Dr Raita Steyn from the Department of Humanities Education presented a paper in Kenya on 20 February 2019, titled 'New Judaism's-new diasporas: New perspectives on Jewish identity in the 21st century'.

Dr Steyn re-examined all testimonies, foreign and Ethiopian sources on whether, how and why Gudit's beliefs were fully/partly Hebraic and in how far her actions were inspired by Jewish ideology or beliefs.

The conference was hosted by the International Society for the Study of African Jewry (ISSAJ) at the Desmond Tutu Conference Centre in Nairobi under the title: 'Ethiopian sources on whether, how and why Gudit's beliefs were fully/partly Hebraic and in how far her actions were inspired by Jewish ideology or beliefs'.



▲ Dr Raita Steyn in discussions in Nairobi, Kenya.

The PIRLS Questionnaire Development Group meets in Belgium

Dr Surette van Staden, Director of the Centre for Evaluation and Assessment (CEA) attended the PIRLS Questionnaire Development Group meeting in Liège, Belgium in February 2019.

The Progress in International Reading Literacy Study (PIRLS) collects background information on how education systems provide educational opportunities to their students, as well as the factors that influence how students use these opportunities, using the school, teacher, learner and parent questionnaires. These background data include information about the national curriculum policies in reading, how the education system is organised to facilitate learning, students' home environments for learning, school climate and resources, and how instruction actually occurs in classrooms.

Dr van Staden also visited the International Association for the Evaluation of Education Achievement (IEA) in Amsterdam to work on a thematic volume that will be curated by the IEA. South Africa has participated in three cycles of PIRLS since 2006 and the CEA has been the national coordinator of the study.

PIRLS is designed to collect information about both the home and school contexts for learning to read, providing educational policy makers with important insights into how educational systems can be improved to foster reading achievement. The PIRLS 2016 Context Questionnaire Framework establishes the foundation for the background information collected through the context questionnaires and the PIRLS 2016 Encyclopaedia. In order to collect the PIRLS background information, all students

participating in PIRLS/PIRLS Literacy and their parents, teachers and principals complete questionnaires to provide data about the students' home and school contexts for learning to read.



▲ Dr Surette van Staden, Director of the CEA

Teaching network established during Innsbruck visit



▲ Dr Ronel de Villiers

The University of Innsbruck has a satellite campus attached to Mozarteum Salzburg. About 25 years ago the Mozarteum Academy of Music and Performing Art set up an external department which is primarily concerned with music-educational duties. An established collaborative teaching and learning network with a similar research focus between the University of Pretoria and the University of Innsbruck, Mozarteum resulted during the post-doc visit of Dr Ronel de Villiers of the Department of Humanities Education.

Whilst there, she met with Prof Kurt Huttinger, University Professor in Piano, Head of Department

and Deputy Director of Studies in Music Education. A tour through the Haus Der Musik was organised where she attended some of his piano master classes. Similar teaching and learning methodologies to those at UP are used there, which result in various types of stage performance.

The only contrast is that the Austrian curriculum consists of Euro-Western classical music, but includes popular, jazz, and sound track compositions for concerts, whereas the South African music curriculum integrates indigenous African compositions in the lecture halls.

Challenging 'vision' in Visual Arts in a time of transformation

In February Dr Steyn attended the Annual Conference of the International Journal of Art and Design Education (IJADE), entitled 'Creating spaces: Inclusivity, ethics, participation in art and design education' – a conference that was hosted in partnership with The Glasgow School of Art at the Goldsmiths, University of London.

In her presentation, Dr Steyn challenged the semantics of 'vision' in 'Visual Arts' since by definition, both theoretically and in practice, the visually impaired are a priori excluded from any visual art forms as unable to 'appreciate them by sight'. This exclusiveness has also set the foundations on which art aesthetics and art ethics were built, successfully developed and conventionally established.

It is on and around these factors that globally ethical principles, aesthetic criteria, research projects, educational systems and pedagogical curricula have been established and have diachronically maintained an unchanged, unchallenged existence. Therefore, in the context of debates about curriculum transformation, Dr Steyn argued in favour of inclusiveness in 'Visual' Arts and has broadened the artistic conceptual spectrum of students, either as future educationalists or artists.



▲ Dr Raita Steyn in front The Glasgow School of Arts at the Goldsmiths, University of London.

Lesson Study and the pre-service teacher



▲ Prof Chika Sehoole (left) at the presentation of Prof Yomiko Ono (second from right). Also seen is Ms Busi Dladla (Director: General Education and Training – GET at Head Office Department of Education in KZN (KZNDoe)); Prof Estelle Gaigher, Acting Head of Department of Science, Mathematics and Technology Education and Dr David Sekao (right).

Prof Yumiko Ono from Naruto University of Education (NUE) in Japan visited South Africa as part of the mission of the Japan International Cooperation Agency (JICA) to support developing countries in different fields.

As a leading university in Teacher Education in Japan, NUE offered training for mathematics subject advisors from South Africa in 2016 and 2017 on behalf of JICA. Dr David Sekao from the Department of Science, Mathematics and Technology Education worked with Prof Ono to conceptualise the training when Dr Sekao was still with the Department of Basic Education.

One of the key areas addressed during the training in NUE was the Lesson Study

model for teacher development which originated in Japan and was later adapted and implemented by numerous countries globally to enhance teacher capacity and practice. Prof Ono's visit to South Africa was aimed at providing additional support to the teachers and subject advisors who implement the Lesson Study model. Prof Ono attended Lesson Study Sessions in North West and KwaZulu-Natal. Her visit to South Africa came at a good time when the Lesson Study model, coordinated by Dr Sekao, was being introduced in the Faculty of Education.

Prof Ono addressed the faculty staff under the theme 'Pre-service teacher education and the Lesson Study: Case of Naruto University of Education'.

Dr Marien Graham visits the School of Education in Armidale, Australia

Dr Marien Graham, Department of Science, Mathematics and Technology Education, made a brief visit to the School of Education at the University of New England, Armidale, Australia, from 21 to 24 January 2019, where she had some valuable discussions with staff members and specifically with Dr Theodosia Prodromou, a Mathematics Education leader, regarding some ideas and possible future collaborations.

Dr Graham is very grateful for the opportunity to visit and discuss ideas with Dr Prodromou and stated that: 'International collaboration between universities is beneficial to all, from the students to the staff to the universities as a whole. International collaboration enables researchers to access additional

expertise, gain new perspectives on teaching and research and build relationships with others in the field'.



▲ Dr Marien Graham and Dr Theodosia Prodromou

Lecturers put on a new jacket for PGCHE



Prof Pieter du Toit and Ms Deléne Human from the Department of Humanities Education, as well as Dr Ronel Callaghan from the Department of Science, Mathematics and Technology Education, presented a short course at Open Window, a private higher institution, through Enterprises UP.

Prof Pieter du Toit was the coordinator of this programme called 'Innovative facilitating of lecturers'. The programme was aimed at Art lecturers at Open Window. The programme serves as an accreditation towards the Postgraduate Certificate in Higher Education (PGCHE).

The vision of the course was mainly innovative facilitating of learning and the presentations were integrated. Some of the modules included Professional Development, Facilitating Learning, Education Technology, and Assessment Practice.



▲ 1. Prof Pieter du Toit and Ms Deléne Human with Art Lecturers at the Open Window. 2-3. Hands-on tasks as Open Window lecturers engage in creative activities. 4. Prof Pieter du Toit and Ms Deléne Human advise.

Teaching strategies explored

The Postgraduate Certificate in Education (PGCE) Life Sciences students are encouraged to explore teaching strategies that will engage learners in practical learning activities.



▲ Students of Dr Mia Abrie of the Department of Science, Mathematics and Technology Education, explores teaching strategies in her class.

'In traditional teaching, learners passively receive information from the teacher, which may lead to boredom and intellectual disengagement. When teachers use practical learning strategies, learners are encouraged to engage in the work. In the Life Sciences, a topic such as the structure of the kidney can be taught using dissections and microscope work. However, teachers often complain that they do not have resources available in their classrooms, leading to an over reliance on traditional teaching,' said Dr Mia Abrie, who teaches Life Sciences to the PGCE students.

In this activity, the PGCE Methodology of Life Sciences students were encouraged to experience both a practical dissection and microscope activity and a shoe-string-science activity that can be used as a substitute when resources are not available.

Dissections are often controversial for cultural, religious, ethical and moral reasons. It is therefore important to provide prospective teachers with alternative teaching strategies that can be used effectively to substitute for dissections. The dissection activity made use of a sheep kidney obtained from a local butcher and the microscope work used a pre-prepared slide.

In the shoe-string activity, the students were provided with cheap, readily available materials such as play dough, paperclips, coloured paper and other items and asked to build their own models of the kidney. The students indicated that they really enjoyed the shoe-string science activity and that they will use this in their future classrooms.

Two books in the Department of Humanities Education

Twelve staff members from the Faculty of Education as well as part-time staff and academic staff from other universities wrote in the book *Practical Guidelines for Novice Teachers*.

Prof Rinelle Evans from the Department of Humanities Education and Dr Piera Biccard were the Editors. Also part the team of authors were Michael Biccard; Ms Chantelle de Wet; Dr Eric Eberlein; Ms Heather Erasmus; Prof Mishack Thiza Gumbo; Ms Candice Livingston; Prof Mncedisi Maphalala; Mr Philip Mirkin and Dr Nlanhla Mpopu.

From the Department of Humanities Education the authors were: Prof Johan Wasserman: (Head of the Department); Prof Rinelle Evans; Dr Sarina de Jager; Dr Annelize du Plessis; Dr Alta Engelbrecht; Mr Franklin Lewis and Dr Yolandi Woest. Also in the team is Dr Hannelie du Preez from the Department of Early Childhood Education.

The day-to-day complexities of teaching in South African classrooms are particularly challenging for novice teachers. Although equipped with knowledge and competencies from their years of study, often there is a gap between what new teachers know and how to apply that knowledge in 'real' classroom. *Practical Guidelines for Novice Teachers* bridges some of these theory-practice gaps and aims at providing teachers with skills to remain motivated, professional and successful during their first years in classrooms.

The authors are experienced teachers, who take the readers through the various critical aspects of teaching, giving practical advice based on their own classroom experiences.

They tackle a wide range of aspects, including African perspectives on teaching, looking after your own finances as a teacher, and dealing with sensitive curriculum topics.

Multiliteracies in Education: South African Perspectives with Dr Alta Engelbrecht as Editor and Dr Gerhard Genis as Consulting Editor is also a new publication with several staff members from the Department of Humanities Education.

Authors from the Department of Humanities Education were also: Prof Johan Wasserman (Head of the Department); Prof Pieter du Toit; Ms Deléne Human; Dr Raita Steyn and Ms Linette van der Merwe. Also part of the team of authors were Dr Hanlie Dippenaar (CPUT); Prof Anna Hugo; Dr Candice Livingston (CPUT); Ms Kyleigh Anne Malkin-Page (KEN) and Dr Eva Sujee (Umalus).

Educational preparation is currently steered by two oppositional forces in contemporary society: global connectedness and local diversity. The traditional notion that literacy entails the technical ability to decode abstract letters in order to recognise and form words and sentences is contested by the pedagogy of multiliteracies – that there is a wealth of linguistic and cultural pluralism in the world and that people can be part of multiple life contexts that overlap in interest, affiliation and education. Multiliteracies in education develops a pedagogical framework to weave multiliteracies into the fabric of the South African classroom.

Multiliteracies in education takes the approach that knowledge is contextually situated and rapidly changing and diverse, which calls for new skills and flexibility, and the ability to work in teams. Chapters are sequenced according to the four pillars

of the multiliteracies framework: overt instruction, situated practice, critical framing and transformed practice.



▲ On the photo are some of the authors in *Guidelines for Novice Teachers*. They are: Dr Alta Engelbrecht; Ms Heather Erasmus; Mr Philip Mirkin; Prof Rinelle Evans (Editor); Dr Piera Biccard (Editor); Dr Sarina de Jager; Dr Elmarie van Wyk; Dr Yolandi Woest; Dr Annelize du Plessis and Mr Franklin Lewis.



▲ On the photo are some of the authors of *Multiliteracies in Education: South African Perspectives*. They are: Prof Pieter du Toit; Ms Deléne Human; Dr Alta Engelbrecht (Editor); Dr Eva Sujee; Dr Raita Steyn and Dr Gerhard Genis.

EASA award for Dr Funke Omidire

Dr Funke Omidire from the Department of Educational Psychology received the '2019 EASA Emerging Researcher Award' at the EASA Conference in January 2019. The conference took place at the Ranch Resort Polokwane and was hosted by the University of Limpopo.

This medal is awarded to a member of EASA with extraordinary achievements in the field of educational research, who has contributed to and promoted the scientific status of education within the member's first 8 years in an academic or research position. The recipient should have published accredited articles (national and/or international) related to the field of educational research. The recipient also must have successfully completed a funded research project which contributed to the relevance of education in improving any aspect of educational value in South Africa.

► Prof Jonny Hays (NWU), Chairperson of EASA; Dr Funke Omidire (UP); and Prof Anne-Mari Dicker (UNISA), EASA Secretary General.



Centre for Visual Impairment – a long-term vision

The Department of Higher Education and Training (DHET) in collaboration with the European Union (EU) has provided funding for the establishment of a Centre for Visual Impairment Studies (CVIS) in the Faculty of Education.

The core team of the project at the Faculty of Education includes: Prof. Chika Sehoole, Dean; Prof. Ronél Ferreira, Project Leader; Prof. Ruth Mampane, Head: Department of Educational Psychology; and Mr Lindo Ubisi from the Department of Educational Psychology. The core team is assisted by three assistants.

The long-term vision for the CVIS is to manage the Advanced Diploma in Education: Visual Impairment Studies; to do research and present short courses in the field.

The strengths of this project lie in the support promoted by the EU and the DHET and UP, the dedication and commitment of team members, in networks and collaborations and the dynamic nature of the project.

Prof. Ronél Ferreira currently manages the project-related responsibilities which includes students' bursaries, reports and requests from the DHET, collaboration and networking with existing stakeholders and establishing relationships with new partners, planning excursions and writing retreats, as well as arrangements and contracts with external consultants.



▲ **Front from left to right:** Ms Mpumi Mafafo; Dr Tony Mays (now in Canada); Prof Ronél Ferreira (Project Manager); Prof Maximus Sefotho (now at University of Johannesburg); Prof Ruth Mampane (Head: Department of Educational Psychology). **Back from left to right:** Ms Judy Ferreira-Prevost; Ms Katherine Malakou; Ms Dimakatso Mashigo; Ms Petronella Tlou; Ms Karien Botha; Dr Anna-Barbara du Plessis; Ms Tegan van der Westhuizen and Ms Tino Rajab.

School nutrition – a hungry child cannot learn

Prof. Ronél Ferreira from the Department of Educational Psychology has been involved in school feeding over a long period of time. Prof. Ferreira, Dr Karien Botha, Prof. Liesel Ebersöhn have been part of the ongoing school-based intervention studies in support of healthy nutrition. Their research support the National School Nutrition Programme (NSNP).

The NSNP has since grown in providing nutritious meals to more than double the number of schools it started with in 1994. It targets schools in poor communities and benefits a multitude of learners.

Prof. Ferreira was recently requested by the Department of Basic Education and shared her knowledge on 'Schools as pathways to health and well-being: Reflecting on potential avenues of supporting vulnerable school feeding' towards empowering officials working in schools in the various provinces.

One of the issues that Prof. Ferreira addressed responded to the question: 'How can teachers support vulnerable

learners and communities?' She focused on ways of supporting learners (homework, after-school care, basic needs and health care), teachers (teacher aids and discipline in class/school), and schools (water problems, maintenance, vegetable gardens, school meals, cleaning and fundraising) through scholar-based

health-related interventions. In addition, she discussed how nutrition-related interventions can support vulnerable community members (home visits, basic needs, guidance on healthcare issues, income generation and awareness campaigns).



▲ Millions of children benefit daily from the school nutrition programme which was established in 1994.



▲ Prof Ronél Ferreira was invited by the Department of Basic Education to give a presentation at their annual School Nutrition Forum.

Staff presents HELTASA 2019 Conference

At the 2019 Higher Education Learning and Teaching Association Southern Africa (HELTASA) Conference, held at the Nelson Mandela University in Port Elizabeth, Ms Tanya Smit from the Department of Humanities Education presented a paper titled 'Establishing scholarly communities of practice for the self-empowerment of mentor and pre-service teachers'. She was the principal researcher. Other members of the research team were Prof Pieter du Toit (the project leader), Dr Ronel Callaghan and Dr Eric Eberlein. The project with the same title was awarded a SoTL grant in 2018.

The presentation focused on the mentoring of pre-service teachers. A holistic view was taken in terms of the role of researchers, overseeing mentors and mentor teachers as professionals, and the role of student teachers as up-and-coming professionals.

The general question asked by all involved on an individual level was: How can I become an agent of change in my own practice (the focus on the self)? Collectively, the question that arose was: How can we, as a community of scholarly practice, become

agents of change in our respective practices (the focus on the collective we)? In essence, the presentation revolved around the data gathering process: promoting self-empowerment by means of implementing the principles of self-regulated learning, using a constructivism Whole Brain® Thinking mix as epistemological grounding.

The participatory action research design was therefore enriched by this notion, and the study used a Whole Brain® Participatory Action Research Design (WBPARD). The results of the baseline study in the form of two different cross-sectional electronic surveys distributed to Senior and FET phase pre-service teachers and their mentor teachers in 2017/2018 were also discussed.

Prof du Toit offered a workshop on 'Scholarship of teaching and learning: A Whole Brain® approach to self-enquiry'. The specific focus was on reflective practice is closely related to the project referred to above as the research approach was action research: the idea that action research and Whole Brain® thinking. The construct advocated in both instances as a means of



▲ Prof Pieter du Toit and Ms Tanya Smith in discussion. They are both involved in the HELTASA project

constructing own meaning during action research – contributing to the current body of knowledge. Prof du Toit serves as convener of the Reflective Practitioner SIG of HELTASA.

Ms Marisa Loubser speaks on RSG



Ms Marisa Loubser from the Department of Education Management and Policy Studies was granted the opportunity on 8 February 2019 to discuss the incident involving the

teacher slapping a learner that was shared via social media.

She was requested to explain how we prepare students to be able to manage

and pacify conflict like this in the classroom on the radio programme, 'Radio Sonder Grense' (RSG).

She took the stance that unless it is a situation that threatens your physical safety, as a teacher you are perceived as the adult in the room. According to moral emotional development, the assumption is that the learner may not be at an age at which he/she has the capacity to deal with conflict in a mature manner.

Ms Loubser explained, 'We aim to empower future teachers by exposing them to the realities of teaching, and try

to lead by example in terms of learner engagement. We also emphasise the importance of giving learners a voice by never using humiliation as a disciplinary 'tool'. If a learner is disruptive, there must be a cause.

'This is why during the radio discussion I emphasised the need for the employment of educational psychologists, occupational therapists and speech therapists at schools. But we need to understand that the success of a teacher is not a result of subject knowledge, it is the result of the teacher's teachability, humility and humanity,' she said.

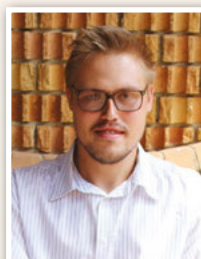
Ms Athambile Masola on SAfm



Ms Athambile Masola from the Department of Humanities Education was on an SAfm show called 'The World Stage' with Shado Twala. I was speaking about the poetry of Nontsizi Mqgqwetho who was a poet in the 1920s.

The focus of the interview was the erasure of her work.

Emile Gouws on RSG



Emile Gouws, Postgraduate student in the Department of Humanities Education was interviewed on 'Radio Sonder Grense (RSG)',

The focus was mainly of the diagnosis of Autism and Aspergers Syndrome. Emile Gouws was diagnosed with Autism as a child. He has risen from it and is currently busy with his PhD degree with Prof Johan Wassermann as supervisor.

Natural Science blossoms

The Department of Science, Mathematics and Technology Education is proud to announce a substantial increase in the 2019 enrolment for Natural Science. This scarce skills subject is an elective for senior and intermediate phase students. Currently 137 students have registered compared to only 3 students in 2016.

This increase is attributed to combining the senior phase classes – which were previously taught in the extended programme in the Faculty of Natural and Agricultural Sciences – with the intermediate phase classes in the Faculty of Education, lowering the entrance requirements for the course; and to the extensive marketing initiatives that have brought students from far and wide.

In maintaining the quality of lectures and providing students with multiple opportunities to gain hands-on practical experience, the Department has invested in tutors/practical demonstrators. This creates an additional platform for students to receive assistance from their peers when engaging with the content.

During their first laboratory practical this semester, students did flame tests using different metal powders and salts. The variety of flame colours produced was used to explain the production of fireworks with different colours. It was an exciting and fun experience for the students as for many of them this was their first hands-on practical experience using the appropriate lab apparatus.



▲ Dr Kimera Moodley (right) with her two tutors, Murendeni Khangala and Siphwe Milazi.



▲ Students active in science laboratory.



▲ Everyone enjoys the scientific atmosphere.



▲ Joyful students.

First Aid course presented to HCSSE students

The Higher Certificate in Sport Science Education (HCSSE), which is a new one-year programme at the Faculty of Education, has many interesting facets. Recently, the International Medical Services and Training (IMS) presented a First Aid course to students who follow the HCSSE programme. The course, presented in the Normal Hall, was attended by 190 students. The content of the course involved 20 hours of theoretical work and 20 hours of practical work.



▲ A group of final years that attended the First Aid in Higher Certificate in Sport Science Education. On the far left is Mr Leepile Motlhalwa and on the far right Mr LJ van Zyl: both Lecturers in the Department of Humanities Education.

Jan van der Merwe towards the 2020 Swimming Olympics

Mr Jan van der Merwe is a part time lecturer in swimming in the Department of Humanities Education. He has won multiple national medals and has represented South Africa at the Mare Nostrum Series in Europe and at the World Cup Series in Doha and Dubai.

Mr van der Merwe is a multiple SA Short Course swimmer in the team of University Swimming South Africa (USSA) and an NTS (Provincial Swimming) medallist. He is also a past record holder in the 200m fly events at USSA, NTS and Free State swimming.

He has represented South Africa multiple times besides those mentioned above, including at the Zone 6 games in Zambia and at the BHP Billiton Swimming Series in Australia. His coach is Rocco Meiring.

'My current goal is just to swim as fast as I possibly can, trying to improve every time I compete. My ultimate goal is to make the 2020 Olympic Team,' Mr van der Merwe said.

► Mr Jan van der Merwe – he was a student at the Faculty of Education but recently appointed as part-time Lecturer in the Department of Humanities Education.



Zeney van der Walt – she and her coach make a winning team



▲ Zeney van der Walt – hurdles champion

Sport is a major focal point in the family of Zeney van der Walt. She has been an athlete since she was small. In high school she realised that running was her passion.

In 2017 she won the World Youth Championship in Nairobi, Kenya in the 400m hurdles. She then went on to win the 2018 World Junior Championships in Tampere, Finland in the 400m hurdles. 'My great goal is to compete at the World Senior Championships in Doha, Qatar later

this year,' Zeney said. She added, 'I would like to become a professional athlete.' And with Maritza Coetzee as her coach and her committed schedule of training six days a week, Zeney seems to be well on her way.

She comes from a very loving and supportive family. Her motto in life is: 'If you want something, you need to work hard for it. Give your everything to achieve it and have faith in God who gives you strength.'

Education as a societal issue



▲ Early Childhood Education students are offered a Work Integrated Learning opportunity. On request they receive different material from ladies who participate in the project.



▲ Students happy about the material supplied of teaching.



▲ Dr Susan Thuketana (front left) with many of the students and also the ladies from Mamelodi and Eersterust who produced lovely toys and teaching aids.

JMD 351 is one of the modules that third year students study at the Faculty of Education. It is a methodology of learning support aimed at equipping students with the strategies to assess perceptual skills development of learners in the foundation phase, and understanding the effects the development has on learning, reading and writing.

Students are taught the theory of the module in class and, once a week, are offered a Work Integrated Learning (WIL)

opportunity where they go to identified schools and apply the taught strategies as part of their community engagement project.

The project runs for 11 consecutive weeks in the first semester and Faculty takes pride in sharing the research-based strategies with in-service teachers at the schools.

A play-based approach is employed in the assessment of perceptual skills development, and resources made

by students are used to conduct the assessments. The Faculty is also thankful to a group of women from two organizations – Love Cycle Senior Club in Eersterust, and Matimba Centre in Mamelodi – that subsidise students and distribute the resources at a function on Groenkloof campus once every year.

The organizations understand that education is a societal issue requiring the collaboration of all stakeholders to enhance the sustainability of projects conducted.

Active participation and hands-on learning

Contributing towards students' learning success, Dr Judy van Heerden from the Department of Early Childhood Education based her teaching approach on her teaching philosophy: 'I believe there is no replacement for active, hands-on participation to understand new content knowledge and to obtain the necessary skills and abilities that are needed to become an effective teacher.'

As a lecturer, Dr van Heerden aims to create a link between theory and practice, to inspire students and to spark an interest in the field of preschool education, and to be aware of new and exciting developments in the ECD (Early Childhood Development) field. The ECD model class is being used in a variety of ways to provide all the students in the various modules for which Dr van Heerden is responsible with opportunities to discover, experiment and explore in an interesting, safe environment that resembles a well-equipped preschool playroom.

Early Childhood Development (JVK 400) elective students were introduced to a variety of resources: some bought, some donated, some self-made and many even discarded everyday open-ended objects.

These resources were all set up at different stations in the model class. In groups these students used their critical, creative and problem-solving skills to investigate, develop and discuss various innovative ways of using these resources in different capacities by teachers and learners for learning support as well as for provocations (as part of the Reggio Emilia approach that they studied in depth).

Apart from capturing various ideas, students took photographs of outcomes that emerged from these ideas. This treasure chest of ideas was later shared electronically with the rest of the class and every student can now benefit from the wealth of ideas generated by all.



▲ Students are taught how to use various resources to encourage optimal learner involvement. Seen with them is Dr Judy van Heerden (top).

ECE puts three Ps in the spotlight

The Department of Early Childhood Education presented a seminar at the Wise Kids Early Learning Centre in Mamelodi. The theme of the conference was: 'Professionalism, Policy and Pedagogy'.

'Unlocking the potential of our youngest in society is intricately woven with the quality of practitioners we have in the birth to five workforce. The aim of this presentation is to engage with the issue of transformation in light of a variety of changes in the birth to five space. At the outset I tease the

nuances of transformation as opposed to reformation in the early years. I then examine the contextual issues that warrant radical change in teacher development. This then provides a platform to present a few strands where transformative action is underway. One of the critical issues relates to the new professional who is able to work with complexities and uncertainty as the new normativity in early childhood care and education,' said Prof Hasina Banu Ebrahim from the Department of Early Childhood Care and Education at UNISA.

The event was opened by Prof Cycil Hartell, Acting Head of the Department of Early Childhood Education in the Faculty

of Education at UP. Prof Salomé Human Vogel, Deputy Dean, also encouraged the more than 200 guests. She focused on the necessity of early childhood development and the role we have in it.

Ms Mashuda Ebrahim spoke about 'Pedagogy in participation'. She is in the Department of Early Childhood Education and is currently also a PhD student.

Prof Ruth Mampane, Head of the Department of Educational Psychology, also made a contribution, whilst Dr Keshni Bipath, who is the Project Manager of PIECCE, did the closing and discussed the way forward.



- ▲ **1 & 5.** A seminar was held on 'Professionalism, Policy and Pedagogy' in Mamelodi. Up to 200 people attended.
- 2.** Prof Cycil Hartell, Acting Head of the Department of Early Childhood Education thanked Prof Salomé Human-Vogel for her welcoming word.
- 3.** Ms Makwalete Malatji and Dr Keshni Bipath (Organiser) from Department of Early Childhood Education.
- 4.** Ms Mashuda Ebrahim with Ms Adebunmi Aina.

First swimming gala at Faculty of Education



The fourth year Education students arranged a gala for the 140 first year Sport Education students. This gave every Sport Education student the chance to swim, show their skills and enjoy the opportunity.

Ms Chereese Jones lectured the methodology whilst Mr LJ van Zyl and Ms Antoinette Botha were involved in the swimming skills. 'We hope that this will become an annual event. Furthermore, we hope that we can do the same with athletics in future,' said Mr LJ van Zyl.

Present at the swimming gala were Prof Chika Sehoole, Dean; Prof Salomé Human-Vogel, Deputy Dean; Prof Johan Wassermann, Head: Department of Humanities Education; and other staff members.

Good swimmers and beginner swimmers all participated. There were many life savers, coaches and students to help those who took part in the event. The encouragement of all students was wonderful and a sense of pride was visible.

The staff assessed the fourth year students for their participation in the gala.



▲ Prof Chika Sehoole, Dean, with Ms Chereese Jones who lectures swimming.



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▲ 1. Brave swimmer. 2. Enthusiasm! 3. Mr Jan van der Merwe, trainer; Mr Leepile Motlhalwa, administrator; Mr Theo Morapa, life saver and Mr LJ van Zyl, lecturer and trainer. 4. Final year students who presented the swimming gala.