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In-tuition

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Launch of the postgraduate diploma in TVET programme

On Monday, 24 February, the launch of the PGDip in the TVET programme was held in the Auditorium on Groenkloof Campus.

Representatives and important guests from the Department of Higher Education, the Deutsche Gesellschaft für Internationale Zusammenarbeit (GIZ), the Technical University of Munich (TUM) School of Education, and UP management, colleagues and the course participants attended the beautiful event. Ms Delene Human's art students, from the Department of Humanities Education, exhibited some of their beautiful artworks, and Charles Jordan, from the music department, provided the background music for the event.

The Postgraduate Diploma in TVET was designed by colleagues from different departments in the Faculty of Education. Prof. Human-Vogel guided the project and worked with TUM, benchmarking the programme in order to support leaders in the Technical and Vocational Education and Training sector.

The emphasis of the course is placed on the development of strategic leadership skills while advancing professional competencies in the management of key performance areas which include human resources, finances, infrastructure, curriculum, learning, quality assurance and innovation.

The fixed curriculum programme is innovative, forward-looking and specific to the Technical Vocational Education and Teaching context. It consists of eight modules. An inquiry-based educational approach is used. The course is a one-year diploma, organised into the following three components: contact sessions, online hybrid learning and a study visit to Munich, Germany during June and July, during which time the course participants will network with the TUM School of Education and selected industries to explore the Dual Vocational Education and Training system. The three aforementioned components of the curriculum are integrated by means of a three-pillar mentoring approach, which incorporates individual professional mentoring, peer-group mentoring in communities of practice and Key Performance Area specialist mentoring.



▲ Front row (from left): Prof. Ronel Callaghan (Head, SMTE), Ms Gerda Magnus (Chief Director: Programme and Curriculum Innovation, DHET), Ms Heike Buerskens (Skills Development for Green Economy (SD4GE), Deutsche Gesellschaft für Internationale Zusammenarbeit (GIZ)), Prof. Kristina Reiss (Dean, School of Education, TUM), Prof. Chika Sehoole (Dean, Faculty of Education, UP), Ms Katharina Prummer (Research Assistant, TUM), Ms Pontsho Moepya (Tutor: PFO 700, UP), Ms Tanya Smit (Programme Coordinator and Lecturer: LMD 700 & PFO 700, UP), Ms Elizabeth Mabanga, (PGDip in TVET: Administrative Officer, UP), Ms Evelynne Naggai (Lecturer: CDD 711, UP).
Back row (from left): Ms Adebunmi Aina (Lecturer, UP), Dr Suzanne Bester (Coordinator: Study visit and lecturer, UP), Mr Jody Joubert (Lecturer, PGDip), Mr Alexander Zollner (Research Assistant, TUM), Prof. Pieter du Toit (Mentor: PFO 700), Prof. Salomé Human-Vogel (Deputy Dean, Faculty of Education, UP), Dr Andre du Plessis (Lecturer: LVO 732, UP), Dr Nelladee Palane (Lecturer: QPI 713, UP), Mr Sello Sethusha (Chief Director: TVET Lecturer Development, DHET). Photo by Eyescape.

Marching on to a new way of learning and working

Prof. Chika Sehoole, Dean: Faculty of Education ►



After many weeks of living with the reality of COVID-19, following measures announced by the President in March 2020 and the various communications and arrangements made by the University in compliance with the Presidential announcement, we have now entered another month of working and learning from home.

The world of work and learning has changed drastically over the past few weeks, and, at the time of writing this article, we find ourselves working and learning from various locations and relying on technology to conduct our lectures and render our services. Our students are also in remote locations away from campus, and we now have a new way of connecting with them by means of technology. Despite all of these drastic changes, life goes on, and we will have to live with this reality, which is now referred to as "a new normal", for some time.

Following an extended period of recess which started in the middle of March, the University resumed its teaching and learning activities via online delivery mode on 4 May. This was preceded by preparatory measures undertaken by the University to ensure that no student is left behind. The preparations for the online offerings included the uploading of learning materials onto Click-UP, the procurement of laptops for students who did not have access to computers, the delivery of these devices to students in

their different locations and the securing of zero-rated data for accessing applications on Blackboard to ensure that online learning does not become prohibitive to students and staff in terms of costs. All these preparations enabled the University and the Faculty to successfully resume teaching and learning online.

It has been encouraging to see how many lecturers and students have successfully transitioned to this new mode of delivery. As a Faculty, we have benefitted from the 20 years of paper-based delivery of distance education and the four years of online delivery through the Unit for Distance Education to get ourselves ready for extending this mode of delivery to contact students. Thank you to our team of dedicated lecturers who made this smooth transition possible. Both students and staff have also benefited from the hybrid delivery model which equipped our students with digital literacy.

Indeed, the fourth industrial revolution is upon us, and there is no alternative to the use of technology in our way of running business. Digital delivery of lessons is a daily occurrence, electronic submission of assessment tasks has become a norm, virtual classes are used to complement the uploaded learning materials are used for engagement with students, with a view to assist them in overcoming challenges. Through these new ways of doing the business of teaching and learning, digital literacy and graduate attributes are being fostered in students to help them successfully navigate the 21st century world and workplace for the benefit of society and for their own personal fulfilment.

I also want to pay tribute to the dedicated team of professional staff who also had to quickly adjust to working from home. I have been left speechless by the late hours of the night and early hours of the morning in which our professional staff have been submitting claims and approving theses and dissertations for examination purposes. Virtual departmental and management committee meetings have also become "a new normal". The levels of acquiring and using digital literacy by students and staff have been revolutionised in the past eight weeks thanks to COVID-19 and the resultant lockdown.

As we celebrate the success with which we have been able to adjust to new ways of doing things, we also do not forget those of our students who might have been struggling with digital connectivity as a result of a lack of electricity, data and ideal working conditions from home. COVID-19 has brought to the foreground the realities of the inequalities that exist in our country. Not only has this been made more obvious within our institution, but also between institutions, as different universities and schools have been found to have different capacities and levels of preparedness to resume their academic and schooling activities. We hope that this gives government an opportunity to redress the structural conditions that have perpetuated the existence of these inequalities. Let this be a turning point for the country to confront these inequalities with a view to putting in place redress mechanisms that will change the state of poverty and inequalities in this country.

Prof. Chika Sehoole
Dean: Faculty of Education

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Students and colleagues are urged to follow and like our pages to keep abreast of the activities in the Faculty, and share them with friends, prospective students and family.

How to fix the gap between school and work in South Africa

The world of work is changing constantly, profoundly, and faster. This is clear from the outsourcing of work, waves of technological advances, increasing automation in business, and big data analysis driving the growth of industries.

The needs of industry are shifting constantly and the education system should be responding to provide needs-based support.

Education theorists, researchers, practitioners, and policy makers have to remember that the occupational situation differs from country to country. They also need to remember that changing work contexts are influencing employees and job-seekers in distinct ways. Work is becoming increasingly more complex. This means that there's a growing need for lifelong learning, teamwork, and networking as well as an increased emphasis on digital skills to promote career adaptability and employability.

They also have to bear in mind that the industrial sector is shrinking. Accordingly, work-seekers in the Global South have been turning to the service sector as well as to the informal economy with a fair amount of success. This trend is likely to continue.

The issue is whether education systems are keeping pace with the changes.

Gateway subjects

To understand whether young South Africans have the skills required by the current world of work after 12 years in school I use the lens of the so-called gateway subjects. These are maths and physical sciences and, to an extent, accounting. These form the foundation for scientific, economic, and industrial development and research.

Multiple educationists and researchers have contended that learners who've passed maths and physical sciences and have acquired the basic aspects of information communication skills and robotics have a competitive advantage in the occupational world over those that have not. South Africa simply cannot afford the unacceptably low percentage of school learners who pass Grade 12 with mathematics and physical sciences.

Why the emphasis on maths and physical sciences? Having passed Grade 12 with maths and physical sciences helps because

these subjects contribute to at least 22% to the economy. Likewise, having passed either information communication technology or even computer-assisted technology helps to advance the economy by reducing production costs, boosting the growth of new businesses, and improving communication.

It also helps to acquire "soft skills" such as career adaptability, emotional-social intelligence, career resilience, creativity, innovation, and the ability to collaborate and to network, among other things. These skills are increasingly being seen as "hard skills" in the 21st century workplace because they're strongly aligned with market needs.

Unfortunately, they aren't being taught and learned adequately at school.

South Africa's overly academic school system

A number of problems afflict South Africa's education system.

Black learners continue to feel the effects of apartheid's education system which spent more on education for white learners. This means that the vast majority of black learners in the neediest environments get inadequate teaching and learning.

Unless the disparity between rich children and poor children is addressed, the gap between the achievements of learners in well-resourced schools and disadvantaged learners in resource-scarce schools will persist.

The effects of this disparity are felt for the rest of the pupils' lives. One consequence is that they struggle to succeed in university studies.

An added difficulty is that the country's overly academic school system sends the message to learners and their parents that learners should strive to study at a university and that it is 'better' to study at a university than, for instance, at a TVET (Technical and Vocational Education and Training) College.

I'm in favour of introducing a system that facilitates differentiated training from an early stage.

At the end of grade nine – at about 15 years old – most learners are already able to decide whether they want to pursue academic or more vocational studies. This is the point where the system should start channelling them in career-related directions that will give them their best chance of eventually



▲ Prof Kobus Maree

pursuing careers that "fit" their personalities – including their interests and aptitudes and enable them to enact their central life themes.

Another key factor that needs to be addressed is the matter of inadequate career counselling for pupils – black learners especially. During apartheid, the disadvantaged black majority of students were denied access to career counselling in schools. Even today, the vast majority of black learners still receive little career counselling at school and cannot afford to pay a career counsellor.

Funding should be made available by the government and employers to enable learners to consult career counsellors. Group-based career counselling is a viable solution to the challenge of providing career counselling in schools with large numbers of pupils.

Solutions

I maintain that there are solutions for these challenges. What's needed is the will to use resources that are available and to move forward expeditiously.

To help narrow the disparity gap I've argued in favour of making it compulsory for graduating teachers and educational psychologists to do community service in rural areas and townships. These professionals must be given incentives, their safety must be ensured, and they must be paid a decent salary.

Another step that could be taken is to rehire the many teachers who have been retrenched or who have taken severance package deals.

The postgraduate Diploma in TVET

On Saturday, 1 February 2020, thirty course participants (who are TVET principals, heads of departments, campus managers and other members of TVET management) travelled from all over the country for the postgraduate diploma (PGDip) in Technical and Vocational Education and Training (TVET) orientation day held at the University of Pretoria, Faculty of Education, Groenkloof campus. Information about the components of the programme and the different modules was shared in order for the course participants to prepare for the first contact session.

During the first contact session, from 24-28 February 2020, the course participants worked with the following experienced Faculty of Education lecturers and mentors during facilitation sessions, mentoring opportunities and reflections: Ms Tanya Smit (PFO 700), Ms Adebumni Aina (EDM 734), Dr Andre du Plessis (LVO 732), Prof. Ronel Callaghan and Mr Jody Joubert (OWT 730). The course participants also took part in key performance area group mentoring with the lecturers and had individual mentoring sessions with Prof. Pieter du Toit. In the second semester, the course participants will progress to work with Dr Nelladee Palane (QPI 713), Dr Suzanne Bester (KGG 731) and Ms Evelynne Naggai (CDD 711).

On Thursday, 27 February 2020, expert panel presentations and discussions were held. Ms Gerda Magnus, Chief Director for Innovation at the Department of Higher Education, gave a presentation on the "DHET

vision for TVET colleges. Prof. Norman Duncan, Vice-Principal at UP, presented on the "Issues in Higher Education". Lastly, Mr Alexander Zollner from TUM: School of Education gave a presentation on "Digital transformation and qualifications". The course participants and the expert panel, which also included Prof. Daniel Pittich from TUM, had wonderful discussions and found the session insightful and, as they indicated, "eye-opening".

The vision of this programme is to challenge, support and be relevant to the TVET college context in order to view the professional development of its leaders holistically as course participants strive to be agents of change. The Faculty is looking forward to the implementation of this innovative programme and to future collaborations with the stakeholders.



▲ The course participants, lecturers and course developers at the orientation of the PGDip in TVET programme.



▲ From left: Prof. Salomé Human-Vogel (Deputy Dean, Faculty of Education), Mr Alexander Zollner (Lecturer, TUM), Prof. Norman Duncan (Vice-Principal: Academic, UP), Ms Gerda Magnus (Chief Director for Innovation, DHET) and Ms Tanya Smith (Lecturer, Humanities Education).



▲ Prof. Salomé Human-Vogel (Deputy Dean, Faculty of Education) welcoming the course participants to UP and to the PGDip in TVET programme.

Google visits the Faculty of choice

With the Progress of International Reading and Literacy Study (PIRLS) results indicating that 78% of grade 4 learners are reading without comprehension, the dire situation regarding language education in South Africa is evident. UP's Early Childhood Education (ECE) second year students have decided that they want to make a difference and equip teachers and parents with the necessary knowledge and skills on how to improve language education.

In order to make a difference and to become influencers in the field of education, the students are designing their own websites for their JGL (literacy practices) semester assignment. The purpose of the assignment is to create a digital platform for the distribution of evidence-based knowledge as well as ideas and strategies on how to effectively teach languages in the Foundation Phase.

On 27 February, Opennetwork, a partner of Google, visited UP students and presented a master class on how to design their own websites using Google Sites. The two hour master class was filled with interactive learning, fun and laughter. The students also gained knowledge on design principles, interactive websites for gamification and design as well as how to use other Google applications such as Google Drawings, Forms, Slides and YouTube.

Thanks to Opennetwork, the ECE students of UP are now ready and excited to collaboratively design their own websites and will endeavour to reach as many teachers in South Africa as they can with free, innovative and research-based language teaching resources on their websites.



▲ From left: Ms Barbara Brand (Google trainer, Opennetwork), Joyce West (Lecturer, ECE) Bronwyn Glyn-Jones (Marketing Coordinator, Edu, and training manager, Opennetwork), Makwele Malatji (Lecturer, ECE) and Hywel Glyn-Jones (Chief Executive Officer, Opennetwork).

LLITUP Collaboratorium

Digital competencies

During 2018, the Department of Basic Education embarked on a focused initiative to support the development of digital competencies for teachers and learners. This was in response to various calls such as those from UNESCO, the World Economic Forum and the South African government to invest in the preparation of the youth for the fast-changing technological world and its challenges. During 2019, the DBE embarked on the design of a curriculum to address the development of digital skills for learners from grade R to grade 9. The Digital Skills Framework is based on four pillars: application skills, internet and e-communication skills, data and information management skills and computational thinking skills and coding.

The Faculty of Education currently embeds the response to these requests covertly in a variety of activities packaged as a gamified intervention. Activities are managed within the LLITUP research unit's Collaboratorium in the Badges4Edu initiative. Activities are designed by lecturers in different modules, addressing elements of the module content but also linking to different sets of digital competencies. Successful completion of an activity generates a virtual badge. A collection of badges culminates in a Digitally Competent Teacher Certificate.

Robotics and coding for grades R to 9

A set of these badges is linked to the Computational Thinking and Coding pillar of the Digital Skills Framework. These badges reside in the newly established Faculty of Education Coding and Robotics club. This club is open for all staff and students in the Faculty. Examples of badges are: Coding4Kiddies, Robots4Gaming, CodingClub4Kids and DynamicModelling.

All activities are interactive and hands-on but have a strong educational underpinning. This implies that participants experience coding and robotics hands-on but also interrogate the educational approach, interdisciplinary application possibilities, development of 21st century skills, computational skills and underlying coding concepts.

The following activities were presented:

1. Coding4Kiddies workshops for staff and students in the Faculty, for the Intermediate Phase students and for two different groups of teachers. This badge focuses on teaching computational thinking to learners from grades R to 2 through robots.
2. A Robots4Gaming activity for staff and students. This badge focuses on how learners can create their own games using simple robots and coding.
3. A CodingClub4Kids activity for the fourth year information technology student-teachers. For this badge, students do an activity to design a coding club for a school that could address digital skills through interdisciplinary activities.
4. A DynamicModelling activity for the computer-integrated education honours students. This badge focuses on how coding and robotics can strengthen the use of computers as dynamic modelling tools in different grades.



▲ LLITUP Education students planning their Bee-Bot story.



▲ Student explaining the Bee-Bot story to Prof. Salomé Human-Vogel (Deputy Dean, Faculty of Education).



▲ Prof Ronel Callaghan (Head of SMTE) and Mr Jody Joubert (Lecturer, SMTE) discussing a presentation.

Introductory coding and robotics workshop for first year education students

The coding and robotics club of the Living Lab for Innovative Teaching at UP (LLITUP) Collaboratorium kicked off for 2020 on Friday, 21 February. This club meeting was aimed at first year education students. Apart from the first years attending the session, the LLITUP lab staff (or "LLITUPians" as they call themselves) also took part in

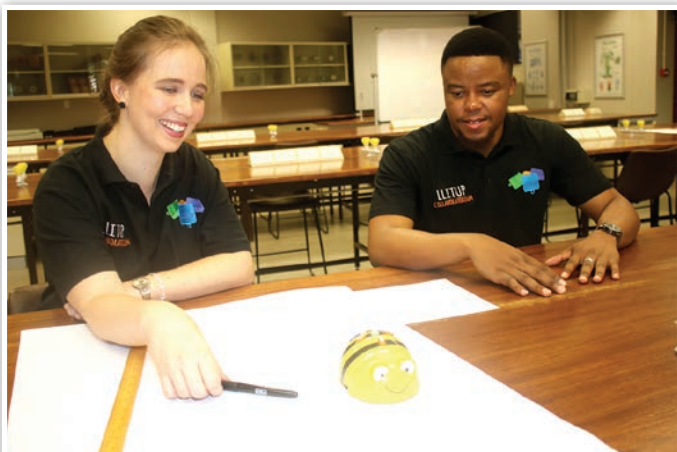
the fun. Every team had to create an innovative story using all the possible movements of the Bee-Bots. After completing their stories, students assessed each other's work. Students shared their thoughts on how Bee-Bots can be used for a variety of classroom activities.



▲ First year education students planning their Bee-Bot's story.



▲ Ps Gontse Mthelebofu and Mr Jody Joubert actively participating.



▲ Ms Annèl van Rooyen and Mr Samuel Mampa enjoying the Bee-Bots.



▲ Prof. Ronel Callaghan (Head, Department of SMTE) guiding students in using the Bee-Bots.

Academy on Violence and Abuse South Africa

The mission of the Academy on Violence and Abuse (AVA) South Africa is "to advance education and research on the recognition, treatment and prevention of the health effects of violence and abuse throughout the lifecourse". AVA South Africa is headed by Dr Melanie Moen from the Department of Early Childhood Education. On 5 March, the Department of Early Childhood Education and the AVA South Africa had their first meeting of the year. Mr Pete Singer, director of Care in Action Minnesota, presented a Skype lecture on the effects of trauma on executive functioning and learning. A new community support app was launched at the meeting. The purpose of the app is to link community members

who have experienced adversities with suitable support organisations in their immediate areas.



▲ From left: Dr Melanie Moen (Lecturer, ECE) with Ms Susette Martin (Private GIS consultant).

The link to the app can be found on <https://arcg.is/19nGfP>.



▲ Attendees discussing innovative ways to spread the message.

EASA Annual Conference

This year, the EASA Annual Conference was held from 12 to 15 January 2020 at the Protea Hotel, Kimberley's Big Hole, with the theme "Big holes and black holes: Metaphors for researching education". It was hosted by the Sol Plaatje University. The Faculty of Education was in attendance, represented by Dr Maitumeleng Nthonto, Dr Teresa Ogina and Dr Nevensha Sing from the Department of Education Management and Policy Studies (EMPS).

Dr Ogina presented a paper titled "A case of School Management Teams motivating teachers", which she co-authored with Mr C. L. Raynham (MEd student), on the responsibilities of School Management Teams in promoting teaching and learning by encouraging and motivating teachers who teach in inclusive classes. Dr Ogina and Mr Raynham argue in this paper that teaching in an inclusive classroom requires certain knowledge and skills as well as the passion to make a positive difference in the learning experiences of learners with different abilities.

The authors' assumption is that motivation of teachers from School Management may encourage them to seek different ways of facilitating the learning experiences of learners in inclusive classrooms. The theoretical framework that underpins the study is Herzberg's Motivation theory. The findings of this study suggest the need to motivate and support teachers through implementing a variety of external and internal support strategies to fill in the "Big Black Hole" that exists with regard to fulfilling the needs of learners with different abilities in an inclusive classroom.

Dr Maitumeleng Nthonto presented a paper titled "Claiming my authorial voice in the methodology chapter: My experiences as a postgraduate student, supervisor and external examiner". In the paper, she explores how her experience as a supervisee, supervisor and external examiner has informed her about the missing "authorial voice" in the theses/dissertations of postgraduate students. She explains that, as students, we tend to bury our authorial voices in quotes from more "well-established researchers", referred to as BIG HOLES AND BLACK HOLES by the 2020 EASA conference organisers.

Dr Nthonto points out that, from the perspective of a supervisor and external examiner, she often makes the comment, "I cannot hear your voice.", or, "Where are you?". She explains that what these comments imply is that she cannot distinguish between students' thoughts and words and those of cited authors. Although students' ideas may be based on extant research, their conclusions should be based on their original thoughts, which clearly communicate their stance. In academic writing, it is important not only to present ideas, facts and conclusions but to have a point of view or stance, and

the methodology chapter is a chapter that can (and should) enable the "authorial voice" to be seen among the BIG HOLES AND BLACK HOLES.

Dr Nevensha Sing presented a paper on "A dislocated research identity: Postdoctoral support". The paper speaks about how South Africa plays a role in the development of skilled human resources in the transformation of the continent. The "brain drain" or loss of the "cream of the crop" is one of the challenges faced by South African universities. A lack of doctoral graduates in South Africa signals dire consequences for national innovation and economic development.

There is a growing necessity for universities to produce the next generation of academics, thus contributing to the knowledge economy and to the sustainable transformation agendas of higher education. Although the transition from education to work has been a topic of much research, there is still a lack of conceptualising postdoctoral support, especially in South Africa. International trends indicate that it is not simple and may even be impossible for graduates to smoothly transition to academic careers.

Dr Sing's study defines mentoring as a valuable developmental relationship in which a more experienced person (the mentor) assists a less experienced person (the mentee) in developing skills and knowledge to enhance professional and personal growth. The study argues that agency and an established institutional programme are key factors to enable an empowered academic identity to emerge. It further argues that mentorship programmes for postdocs may support them to reach their full potential as emerging scholars.



▲ From left: Dr Maitumeleng Nthonto (Senior Lecturer, EMPS), Mrs Sumayah Ebrahim (University of Johannesburg), Dr Teresa Ogina (Senior Lecturer, EMPS), Mr Wiets Botes (Sol Plaatje University) and Dr Nevensha Sing (Lecturer, EMPS).

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Making ECCE count!



▲ Dr Judy van Heerden (Lecturer, ECE) and Dr Keshni Bipath (Senior Lecturer, ECE).

Dr Keshni Bipath and Dr Judy van Heerden presented papers on Early Childhood Care and Education (ECCE) at the 29th EECERA conference held at Thessaloniki, Greece from 20 to 23 August 2019. The theme for the conference was “Early years: Making it count”. Thousands of delegates from across all continents reflected on the challenge for all nations to acknowledge the importance of the early years and to address the issue of measurement and accountability of high quality ECCE.

The epicenter of the conference placed attention on “What counts” and “Who is making it count and why?” Delegates encouraged early years researchers to raise the profile and visibility of early childhood studies and to make it count in the corridors of power.

The *Policy on Minimum Requirements for Programmes Leading to Qualifications in Higher Education for Early Childhood Development Educators* (DHET, 2017) puts in place a set of qualifications for ECD educators, thus raising the profile of the teacher. A qualified ECD teacher would be able to add more value to the quality of ECCE teaching and learning. Knowing that the first 1000 days of a child's life are so essential for brain and body development, qualified teachers in this field will be sought after.

UP has raised the visibility of ECCE by providing support for under-qualified practitioners and assisting them to deliver quality ECCE services. Dr Bipath's pedagogical talk, entitled “The great equaliser (BEed - Early Childhood Education and Care) in our quest - Eager to live together, yet finding it difficult to recognise shared burdens” was presented at the EECERA conference. This talk emphasised the community engagement strategy driven by the Department of ECE. Mamelodi ECD forum practitioners are trained by the ECE Department and by the doctoral students who are engaged in “Birth to Four” studies.

Dr van Heerden highlighted a study done by three South African student-teachers who incorporated principles of the Reggio Emilia inspired “Beautiful Stuff Project” and fused them with STEAM. Dr Bipath also presented a second paper entitled “The effect of parent-teacher relationships on the socio-emotional development of young children”.

This paper emphasises the importance of respecting parent voices, cultures and opinions in the optimal development of young children. According to Dr Bipath, “We at the ECE department are certainly ‘making the early years count’, and we have just received PQM approval for our new BEed (ECCE)”. We hope to implement the new qualification in 2022.

Lesson Study research project schools in Tshwane South district, GDE

The recently signed Memorandum of Understanding (MoU) between UP and the Department of Basic Education (DBE) has culminated in the identification of 10 Lesson Study (LS) project schools.

The district officials from the Tshwane South district, School Management Teams (SMTs) and teachers were trained on LS on 24 February 2020. Mr R. Matlholo, Chief Education Specialist responsible for curriculum management in the district, reiterated the support of the district management and that of the education social partners (teacher unions) for this project. For now, the training focused on teacher development in mathematics and natural sciences. Mr S. Qanya, from the DBE, emphasised the importance of collaborating with UP and ensuring the success of LS.

The LS project schools resemble the university-attached schools in Japan and elsewhere globally. Collaborating with the LS project schools will enable UP and the education sector to gain more insights into the intricacies of implementing LS in schools and improving it to enhance its effectiveness. The insights gleaned from working with these schools will also inform how we use LS in methodology programmes in the Faculty. In pursuit of this goal, the immediate spin-offs for teachers in these LS project schools will be

to strengthen their pedagogical content knowledge in mathematics and natural sciences. However, the project schools will not only be used for research purposes, but as a spring-board to introduce LS in more schools in the Tshwane South district and in more districts in the Gauteng province. Given the steadily increasing number of postgraduate students (MEd and PhD) whose research focus is on LS, introducing it in more districts and schools in Gauteng will be a meaningful milestone!



▲ Training of SMTs of LS project schools and district officials in the Tshwane South district.

CEA staff member at NAPTOSA reading conference

Mrs Karen Roux, a researcher at the Centre for Evaluation and Assessment (CEA), was invited to speak at the National Professional Teachers' Organisation of South Africa's (NAPTOSA) annual reading conference on 6 March 2020. The reading conference was held at the School of Achievement in Germiston. Mrs Roux's presentation focused on using results from international large scale assessments and how these could be used to inform teacher practice. These results provide evidence of grade 4 reading levels across 11 languages in South Africa as measured by the Progress in International Reading Literacy Study (PIRLS) Literacy 2016.

The examination of benchmark results specifically provides evidence for possible ways in which these results can be used to improve reading at classroom level. The main aim of the discussion involved how

teachers' practice can benefit from evidence provided by international comparative studies.

The PIRLS Literacy 2016 results indicate that 8 out of 10 grade 4 learners could not read at the appropriate level, which paints a grim picture of primary school reading literacy in South Africa. PIRLS Literacy 2016 was the third cycle of testing in South Africa, showing some improvement across the different cycles. Based on the results of PIRLS 2016 and other national assessments, many government and non-government organisations have invested in reading initiatives at school and classroom level to assist teachers, and ultimately learners, to become better readers. Some of these initiatives include the Read to Learn campaign and the Early Grade Reading Study (EGRS).



▲ Mrs Karen Roux (Researcher, CEA).

PIRLS National Research Coordinators meeting in Belgrade

Dr Surette van Staden attended the fourth PIRLS National Research Coordinators meeting in Belgrade from 1 to 6 March 2020. The aim of the meeting was to conduct scoring training for the constructed response test items that will be used in the PIRLS 2021 field test, which is taking place between 1 and 15 March across almost 60 countries worldwide. The field test ultimately determines which

reading passages will be included in the PIRLS 2021 main study. South Africa has been taking part in this international study on reading literacy since 2006, and the CEA, which was the national study centre for this important study in 2006, 2011 and 2016, is the national study centre again for the 2021 cycle.



▲ Delegates attending the PIRLS National Research Coordinators meeting.

Student represents UP at Stellenbosch Quantitative Methods Meeting

Mr Last Sinandawa represented UP at the Stellenbosch quantitative data analysis meeting, hosted by the Research on Socio-Economic Policy (RESEP) Centre. Mr Sinandawa is a master's student in Assessment and Quality Assurance (AQA) in the Department of Science, Mathematics and Technology Education (SMTE). The workshops were held in November 2019 and aimed to equip educational

researchers and policymakers with quantitative data analysis techniques.

The goal was to promote and expand on the use of quantitative research to inform data-driven policy decisions in education. The presenters were Dr Nicholas Spaull, Prof. Servaas van der Berg and Dr Linda Zuze, all from RESEP at Stellenbosch University.



▲ Mr Last Sinandawa (middle) with Prof. Servaas van der Berg and Dr Linda Zuze.



▲ Group photo of the data workshop delegates, University of Stellenbosch.

CEA and Western Cape Education Department examine 2019 systemic testing results

The staff members of the Centre for Evaluation and Assessment (CEA) met with representatives from the Western Cape Education Department, School Development Unit (SDU) and Dark Data on 10 February 2020 to review the items for the Western Cape Education Department's 2019 provincial systemic testing.

These systemic tests are administered annually in the Western Cape Province in Afrikaans, English and isiXhosa in grade 3 and in English and Afrikaans in grades 6 and 9.

The team from the CEA consisted of the project manager, Mrs Karen Roux, mathematics consultant, Mr Hendrik de Kock, language consultant, Ms Joyce West, and the CEA's fieldwork manager, Mr Gabriel Mokoena. The team participated in the items review discussion at Northlink College in Cape Town, where the individual item performance, item difficulty and the Rasch analysis outputs, specifically differential item functioning (DIF), were examined.



▲ From left: Mrs Karen Roux (project manager), Ms Joyce West (language consultant), Mr Gabriel Mokoena (CEA's fieldwork manager) and Mr Hendrik de Kock (mathematics consultant).

Educating communities on albinism through art

As an arts education lecturer, Dr Raita Steyn has committed to promoting a policy of inclusion and aims to sensitise prospective teachers about eliminating any manifestation of social discrimination through the creative and dramatic arts.

During her initial project, "Challenging vision in visual arts", art education students visited Prinshof School for the Partially Sighted and Blind. There, she noted how many individuals with impaired problems were learners living with albinism. As such, a new project developed, taking her ongoing project a step further both artistically and in a scholarly sense.

Shifting the focus towards the destructive prejudices that discriminate against people with the condition of albinism (whose bodies are unable to make sufficient melanin – the chemical that is responsible for eye, skin and hair colour), she succeeded to expose the absurdity of stereotypes. In this context, she brought a performance of the relevant play, *Mama, I Want the Black That You Are*, to the Groenkloof Campus in 2019. Produced by Mpho Molepo and directed by Arthur Molepo, the play sought to bring about a better understanding of albinism by portraying the irrationality of prejudices as well as the physical and emotional horrors to which persons living with albinism are often subjected. The success of this initiative had a powerful impact on prospective teachers who may well need to offer support to such learners in their care soon.

Drawing on her international connections, Dr Steyn has now secured an exchange visit between the Groenkloof art education students and the School of Drama students from the Faculty of Fine Arts at the Aristotle University of Thessaloniki, Greece. In collaboration with Molepo Theatre Projects, extracts from the play, *Mama, I Want the Black That You Are*, will be presented together with a short workshop on theatrical directing and entrepreneurial possibilities in Thessaloniki in mid-2020. Furthermore, the art education students will be exhibiting their artworks in Greece, linked to the theme, "The othering: Living with albinism". Thereafter, the students of the Aristotle University will give their interpretation of the same theme and their artworks will be exhibited in South Africa later this year.



▲ Visually impaired learners from Prinshof School for the Partially Sighted and Blind enjoying the pop-up books which were created by the art education students. Photo courtesy of Prinshof School.



▲ Anna (Boitumelo Mothabela) washes the brown shoe polish off of her daughter, Matlakala (Puleng Molebatsi). Photo courtesy of Molepo Theatre Projects.



▲ Works by art education student, Danelle van Wyk. The left figure depicts the value the limbs of people with albinism supposedly have, hence the gold. The right figure expresses how sensitive people with albinism are to sunlight.

Staff welcoming tea party

On 28 February 2020, the Dean hosted a welcome tea for staff, to officially welcome them back to the Faculty for the new year.

This function, which is now becoming an annual tradition, is a forum to stimulate and to facilitate direct communication between the Dean and individual members of the staff on achievements, policies and initiatives; to clarify the Faculty's agenda; to engender a shared vision; and to motivate the staff in pursuit of the vision of the Faculty.

"I want to take this as an opportunity to extend my heartfelt greetings and I appreciate you all for your accomplishments and achievements for last year," said Prof. Chika Sehoole, Dean of the Faculty of Education. He went on to thank staff for last year, expressing how it was a great year as far as achieving the Faculty's targets are concerned. Prof. Sehoole thanked each member of staff for their support and dedication and for the extra hours that they worked to achieve the goals and complete their projects. Awards were presented to long-serving staff members, and Prof. Sehoole gave every staff member in attendance a chocolate as a symbol of gratitude.



▲ Prof. Chika Sehoole (Dean, Faculty of Education) addressing staff.



▲ From left: Mrs Antoinette Botha (Lecturer, Humanities Education) receiving an award from Prof. Chika Sehoole.



▲ Prof. Chika Sehoole and Prof. Ugorji Ogbonnaya (Associate Professor, SMTE).



▲ Dr Constance Malatji (Lecturer, EMPS) and Dr Rakgadi Phatlane (Faculty Manager).



▲ From left: Dr Ruth Aluko (Researcher and learning designer supporter, Distance Education), Dr Constance Malatji (Lecturer, EMPS), Dr Mary Ooko (Manager, Distance Education) and Dr Teresa Ogina (Lecturer, EMPS).



▲ Ms Elizabeth Mabanga (PGDip TVET administrator) and Ms Bronwynne Swarts (Manager, Postgraduate Students).

New Faculty staff members

Dr Fru Vitalis Akuma



Dr Fru Vitalis Akuma joined UP as a lecturer in January 2020. He has worked at UP in the past as a physics tutor, as a research assistant and as a part-time lecturer.

In relation to research, he has a number of published and accepted articles in peer-reviewed journals and conference proceedings in science, mathematics and technology education. In addition, he has reviewed

some international journals in this area and has collaborated with researchers in Europe and in South Africa in joint research and research visits.

His academic credentials include a BSc in physics and education from the University of Yaounde, Cameroon; a BSc in physics from the University of Dschang, Cameroon; an MSc for teachers from the New Mexico Institute of Mining and Technology, Socorro, USA; and a PhD in science, mathematics and technology education from UP.

Ms Kedibone Maifadi



Mr Kedibone Maifadi started work at UP in November 2019 as a senior technical assistant in the Department of SMTE.

She received her national diploma in biotechnology in 2007 from Tshwane University of Technology. To complete her diploma, she did her experiential learning at the University of Limpopo, in the Microbiology lab, from July to December 2006. From

January to June 2007, she completed her final six months of experiential learning at Tshwane University of Technology, at the Pharmaceutical Lab.

She went on to work at Wits from October 2007 to October 2019, at the School of Animal, Plant and Environmental Sciences, where she worked as a laboratory technician and was later promoted to senior laboratory technician and coordinator.

Mr Hlologelo Climant Khoza



Mr Hlologelo Climant Khoza was appointed as a life sciences lecturer in the Department of SMTE on 1 November 2019. He was previously a sessional lecturer at Wits, teaching life sciences content courses, and he then went on to lecture at the University of Limpopo. He is currently completing his PhD in science education at Wits, where he also completed his MSc.

Mr Khoza's passion is for teaching, particularly the preparation of science for teaching in diverse contexts and mentoring student teachers who are studying through distance learning. He is a fan of learning through interactions and reflection. His research interests include talk in science classrooms, self-study methodology and reflective practice, teacher education practices and pre-service teacher learning.

He has presented papers in national conferences like those held by the Southern African Association for Research in Mathematics, Science and Technology Education (SAARMSTE) and the South African Education Research Association (SAERA). Mr Khoza has published one paper in a peer-reviewed journal and two papers in conference proceedings so far.

Ms Bontle Kgopa



Ms Bontle Kgopa joined the Department of Educational Psychology in the Faculty of Education as a lecturer for educational psychology at UP on 1 April 2019. She is an upcoming academic with experience in teaching and research.

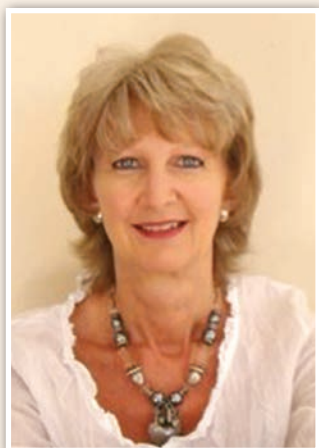
Ms Bontle Kgopa was a lecturer at the University of Limpopo, in the Department of Psychology. Ms Kgopa holds a master's degree in psychology (research) and has a publication from her master's dissertation, titled "Coping strategies of mother carers of children living with chronic illness and diseases in a rural South African community".

She is currently a PhD candidate at the University of Limpopo. She is passionate about mental health, culture, environmental/conservation psychology and inclusive education.

Her other interests include community engagement projects; she served as a secretary for FAP-SD National (Forum of African Psychology – Student Division) from 2015 to 2017 and also as Events Coordinator for ULWASA (the University of Limpopo's Women Academic and Solidarity Association) from 2016 to 2017.

Promoted Faculty staff members

Dr Hanlie Botha (Senior lecturer, SMTE)



Dr Hanlie Botha has been promoted to senior lecturer. She has been a lecturer at UP for 20 years, teaching both mathematics and mathematics methodology to undergraduate students. After obtaining her PhD in 2012, she developed as an able researcher and postgraduate supervisor in the mathematics education field. Apart from several postgraduate students she has successfully supervised, she has co-authored school textbooks, presented workshops in the community and is a member of PrimTED, a national project that aims to transform the teaching of Foundation and Intermediate Phase mathematics on a national level. Dr Botha serves as Mathematics Leader in the Department of SMTE, plays a crucial role in continuous programme development and coordinates some undergraduate modules and an honours distance education module. She has been a programme coordinator for years in the Faculty, supporting numerous students in subject choices and changes.

Her passion for the teaching profession has developed into a similar passion for research and supervision in mathematics education. The focus of her research is on developing pre- and in-service mathematics teachers' knowledge and their practices. She has published six articles in peer-reviewed, accredited journals and has contributed to a chapter in an academic book on good classroom practices. Dr Botha wishes to continue living her calling and making a difference in mathematics education and in the lives of student teachers.

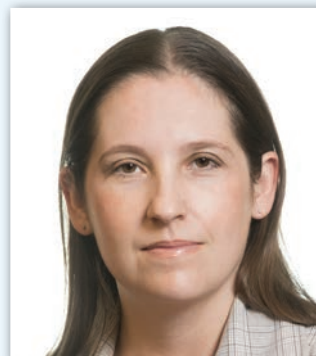
Dr Maryke Mihai (Senior lecturer, SMTE)



Dr Maryke Anneke Mihai has recently been promoted to senior lecturer in the Department of SMTE. Her qualifications include a BA (cum laude, 1984), a higher education diploma (cum laude, 1985), an honours in Afrikaans (cum laude, 1986), an MEd in computer-integrated education (2007) and a PhD in computer-integrated education (2015), all from UP.

Dr Mihai taught Afrikaans to high school learners for twenty years and gained four years of experience in the insurance field thereafter. She has been employed as a lecturer at UP, in the Department of SMTE within the Faculty of Education since August 2008. Her research interests include computer-integrated education, languages, assessment, instructional design and management.

Prof. Marien Graham (Associate professor, SMTE)



Prof. Marien Graham has been promoted to associate professor in the Department of SMTE at UP. She is a specialist in assessment and quality assurance, nonparametric statistics and statistical quality control. She is also a rated researcher with the National Research Foundation, South Africa (Y1 rating) and is the co-author of *Nonparametric Statistical Process Control*, John Wiley & Sons (2019).

She is on the editorial advisory board of *Scientific Studies and Research*, *Series Mathematics and Informatics*, has published in numerous accredited international peer-reviewed journals and has presented her research at several national and international conferences.

Prof. Ugorji I. Ogbonnaya (Associate professor, SMTE)



Prof. Ugorji I. Ogbonnaya has been promoted to associate professor in the Department of SMTE at UP. He joined the Department in October 2016 as a senior lecturer. Prior to this, he worked at the University of South Africa, first as a research assistant and later as a lecturer, and also at the Tshwane University of Technology and the Walter Sisulu University as a post-doctoral research fellow.

He has participated in national and international conferences, workshops and seminars and has made presentations and published articles in accredited journals, and has refereed conference proceedings and research reports in mathematics, science and technology education.

He holds a BTech (Hons) in mathematics and computer science from the Federal University of Technology Owerri, Nigeria, and an MSc and PhD in mathematics, science and technology education from the University of South Africa.

Promoted Faculty staff members continued

Dr Rakgadi Phatlane (Faculty Manager, Faculty of Education)



Dr Rakgadi Phatlane was appointed in January 2020 as Faculty Manager, in the Office of the Dean, Faculty of Education. She holds the degrees BA Paed, from the University of the North (now Limpopo), and BEd (Hons), MEd and PhD, all from UP.

Dr Phatlane started her professional career as a school teacher in Limpopo before working for a number of schools and colleges in Gauteng, both public and independent, while pursuing her postgraduate studies. Upon completion of her PhD, she was employed as a lecturer in the English Studies Department at the University of South Africa in 2006. She was promoted to senior lecturer in 2008 and to Unit Manager in 2009 (the position she held until September 2011).

In October 2011, she joined the Centre for Evaluation and Assessment at UP as a senior researcher, where she worked until 2014. During this period, she also taught in the Department of EMPS as a senior lecturer until June 2014. Dr Phatlane has also worked for the Safety and Security SETA as a research manager and at UMALUSI as a project manager and research consultant.

Dr Phatlane re-joined UP in May 2017, coming back from the Gauteng Department of Education where she had worked as Chief Education Specialist and where she was tasked to conceptualise a new unit of education research in the directorate: Education Research and Knowledge Management. She is also a recognised motivational speaker and youth activist and has an array of expertise including research, management and assessment, monitoring and evaluation, and project management skills, together with experience that we hope she will share in order to add value to the Faculty.

Dr Phatlane was appointed in the Office of the Dean as a recruitment transformation and monitoring manager in 2017 before she moved to her current position as Faculty Manager. Her key role is to assist the Office of the Dean in the implementation of the Faculty Plan and Strategic Goals.

The Faculty welcomes new aspiring educators

First year education students were welcomed at a fully packed orientation day and week which took place from 27 to 31 January 2020 to kick off the proceedings of the 2020 academic year. Said Prof. Chika Sehoole (Dean, Faculty of Education), "Today, I am here, together with the Faculty Management, to welcome you officially, 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." He went on to tell students how they are a

unique and talented mix of students who have come to join the Faculty from every corner of the country and the world.

The purpose of the orientation, apart from welcoming students, was to enable them to get to know their way around the Faculty and have the opportunity to meet all the people who would be assisting them in their journey to becoming educators. It was a very exciting week, filled with interactions among the students and staff. The students got to attend various information sessions, which

were in place to guide students before their embarking on their academic work. They also had an opportunity to be introduced to officials in charge of the various sections/ departments/divisions, from whom they may require services.

"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," said Prof. Chika Sehoole.



▲ Prof. Chika Sehoole (Dean, Faculty of Education) with first year students.



▲ First year students enjoying the campus.



▲ House Education 2019/2020 executive committee.

Education students show off their swimming skills

The fourth year BEd students planned a swimming gala for assessment purposes for the sport management and human movement studies module (JMB). The swimming gala was arranged for the 160 first year JMB students. This gave every JMB student a chance to participate in a swimming gala, show their management skills and enjoy the opportunity.

The main purpose for the fourth year JMB students was to host an all-inclusive swimming gala with the emphasis of enjoyment for all participants. It was also very important to ensure the safety of all participating swimmers and spectators by highlighting the roles and responsibilities of all officials (i.e. lifesaver, swimming helpers). The encouragement of all students was wonderful and a sense of pride

was apparent.

The swimming gala was supported by the following sponsors: Miemie Smit from Bluecrystal Financial Services CC sponsored the trophies; t-shirts were sponsored by Africa Pro; caps were sponsored by HJN Training; and the Varsity Cup tickets were sponsored by Tuks Rugby.

Ms Cherese Jones lectures the fourth year sport management methodology module, while Ms Antoinette Botha is involved in the first year practical module focusing on water safety and swimming strokes, and Ms Elmarie van Wyk lectures the second year lifesaving module.



▲ Cheerleaders pulling off the flyer stunt (Photo by Alicia photography).



▲ Swimming gala organising committee (Photo by Alicia photography).



▲ Ms Cherese Jones with fourth year BEd students.



▲ JMB students diving into the swimming pool. (Photo by Alicia photography).



▲ Sponsor, Ms Miemie Smit (Managing Director, Bluecrystal Financial Services CC), presenting a trophy to a winner (Photo by Alicia photography).

First years' House Education academic session

On 27 February 2020, in Aldoel 2 on Groenkloof Campus, House Education hosted an academic session for first year students, to welcome them to the University, particularly to the Faculty of Education.

Miss Zinzi Nyaka started off the programme with her presentation which was to advise and guide students on how they should go about finding their feet at UP. This included issues like transitioning, resources, finances (NSFAS), assessment plans, study guides, the importance of attending lectures and tutorials, and lastly, the "perks" of working hard to obtain a good semester mark/exam entrance.

The session included two special guests who engaged with the students. Education fourth year student, Mr Bongumusa Shabangu (former House Education chairperson 2018/2019), shared his first year varsity experience, giving some advice to the students and allowing for an open Q&A discussion. The second guest was Miss Mireilla from The Book Market store in Hatfield. She gave a presentation and had students engage in a game that allowed the students to win some prizes (book vouchers), which were given out courtesy of The Book Market. The session was also graced by

the presence of the University SRC president, Mr David Kabwa, and SRC deputy president, Mr Mpho Mehlophakulu. The students were entertained by the melodies of the Faculty's resident choir, Groenkloof Gospel Choir.



▲ First year students attending the session.

Why education was Miss Gabrielle Maritz first choice



▲ Miss Gabrielle Maritz
(BEd student)

Meet Miss Gabrielle Maritz who is studying in the BEd Foundation Phase programme. "Student life so far for me has been busy. At first it was different, but it became easy to adjust after a while; I found friendly people and a way to get along," said Miss Maritz. She decided to study education to be a voice for young children who need it most and to help those in need of a caring heart, a smile in the morning to start the day and a safe haven for children who don't have that luxury.

Miss Maritz says that she enjoys the relaxed atmosphere on Groenkloof Campus, the quiet times of the day in which she can take a breath and, above all, that she is learning about something she enjoys and seeing the potential in others.

Miss Maritz had the following to share:

"My passion for helping children developed within my years of schooling as I learned through my experiences, and this was all amplified by a teacher I had in high school, who helped me through difficult times and showed me that I could achieve anything. She gave me guidance when I needed it and was there for me through struggles that I faced. She drilled a short quote into my head that goes: "You are stronger than you think". This helped me get to the point where I am today."

Miss Tamika Baker shares why education was her first choice



▲ Miss Tamika Baker
(BEd student)

Miss Tamika Baker is a first year education student studying towards a BEd in Senior Phase and FET.

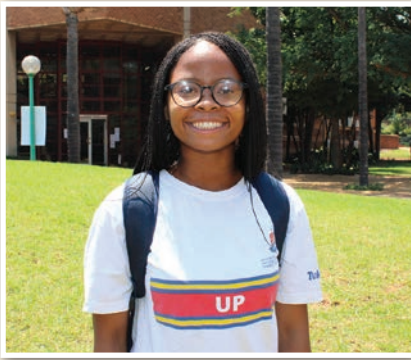
She absolutely loves varsity life and said, "I feel like this is exactly where I was meant to end up. I'm a very sporty person, and, during my schooling days, I had some amazing teachers who motivated me, so I want to be one of the motivators that help children in their sporting life and academic life."

Miss Baker enjoys being part of the residence and doing all the res activities. "I love how we are an unconventional family. Also, it isn't so bad having my friends as my neighbours," she said.

Miss Baker's passion for education started in high school and was ignited by her love for kids; however, she didn't want to be a teacher until the end of grade 11 when her English and history teachers inspired her to pursue a career in education.

"I saw the love and passion for teaching in their eyes and in the way they spoke, and I was captivated into wanting to learn, and I guess I wanted to be like them one day," she said.

Why Miss Rethabile Tsotetsi made education her first choice



▲ Miss Rethabile Tsotetsi (BEd student)

Miss Rethabile Tsotetsi, who is studying in the BEd Foundation Phase programme, shared why she chose to study at the Faculty of Choice. She said, "It is more than amazing. UP is truly the best university; they provide tutors for us and even mentors. They truly work hard to make sure we pass and do our best. I couldn't have chosen any better varsity for my studies."

Miss Tsotetsi considers her career choice to be a calling and shared that she fell in love with the noble profession because of her teachers: "Teachers are heroes, and that is what society fails to notice. It is they who help us to learn; they become our psychologist when we need it, and, when they believe in us, anything becomes possible. Teachers are our mothers, fathers, friends, sisters and our brothers. Teachers are givers. I was born to give and help others grow; that is why I chose the most difficult but rewarding career."

She loves the Groenkloof campus and expressed further what she loves about studying in the Faculty of Education:

"We are all studying education at Groenkloof Res; it is beneficial because we are able to help each other out, and it is really nice to be around people who love education just as I love education. We have study hours that motivate us to study; we have a gym; and we sometimes run in the morning and have different social events that are interesting. We have sports and all sorts of activities to engage in. The people around here are very nice, approachable and always willing to help. I don't regret choosing UP's Faculty of Education."

Star athlete a student at the Faculty of Choice

Meet Miss Rose Xeyi: a star athlete who represents South Africa on the world stage. She has represented South Africa in athletics at the Southern Regionals Five games, the World U18 Championships, the African Regional Championships, the African Senior Championships, the Tokyo World Relays and the Youth African Games, to mention but a few. She has won five international medals which are mostly silver. "I felt really honoured and privileged at the opportunity to not only represent my family but my country, South Africa," she said when reflecting back on how she felt when she was selected to be a part of the South African Athletics Team.

It all started at primary school when Miss Xeyi would compete in small school meetings and was offered a bursary at Prestige College. It was from that point that her athletics career took off. She is inspired by Allyson Felix, and her drive and perseverance help her to do and continue with her sport. Perseverance and discipline lead to success. "Success motivates me, because I know that as soon as I become successful, I can support my family, especially my mom," she said.

Miss Xeyi stated that the "support that UP gives its sports students made me feel like it would be a suitable facility in education and sports, for it has the right training facility to enhance my career in athletics". She went on to praise UP for having a caring nature on and off the track, and for providing well-qualified lecturers and sporting facilities and coaches that help sports students to excel in both academics and in their sporting careers. These are the aspects in her life which she defines as a help for her to build a successful future. She continued,

"It has been a bit difficult to adapt to it, but the UP way is what's best for me, so I am going to try to grow to carry myself in the right way, which is the UP way."



▲ Miss Rose Xeyi (HCSSE student)

UP EDUCATION AT A GLANCE



FACULTY OF CHOICE

The **Faculty of Education**, is the largest contact Faculty of Education in the country and a leader in teacher education and training. Our core function is to train quality teachers, education psychologists, leaders and managers in education. Our admission criteria ensures that we attract high performing students from all over the world.

EXCELLENT ACADEMICS



93

academic staff
with doctorates



19

NRF rated
researchers



95%

Examination
Undergraduate
Pass Rate

TOP RANKINGS



Top 1%

in Africa, in the
301-400
in the World

Top 5

in South Africa
(Source: Times Higher Education)



ACADEMIC OFFERINGS

4 Undergraduate programmes

Distance Education programmes

1 Adv. Dip School Leadership
and Management

4 Bed Hons Programmes

Postgraduate programmes

1 PG Dip in TVET

1 PGCE

10 Bed honours, 16 MEd
and 14 PhD programmes

STRONG INTERNATIONAL PROFILE



78 657

Alumni worldwide

STUDENT PROFILE

4 405

Total number of enrolled
undergraduate students

63%

Percentage of
black students

66%

Percentage of
female students

3 245

Total number of Distance
Education students

Total number of postgraduate students

164 PhD + **274** Master + **402** Hons =

840

STUDENT SUCCESS

Record **34 PhD graduates** in the 2018 graduations

1st Faculty to graduate a seating Cabinet Minister for a PhD: Dr Naledi Pandor, South African Minister of International Relations.

40 of our students in Higher Certificate in Sport Science Education represent South Africa in various sporting codes.



COMMUNITY INVOLVEMENT AND HUMANITARIAN SUPPORT

On boarding of rural students into the University



DEPARTMENTS, CENTRES AND UNITS

5 ACADEMIC DEPARTMENTS

- 1 Humanities Education
- 2 Educational Psychology
- 3 Early Childhood Education
- 4 Science, Mathematics and Technology
- 5 Education Management and Policy Studies

5 CENTRES OF RESEARCH

- 1 Diversity and Social Cohesion
- 2 Evaluation and Assessment
- 3 Study of Resilience
- 4 Visual Impairment
- 5 Living Lab for Innovative Teaching

1 UNIT FOR DISTANCE EDUCATION



GRADUATE SUPPORT

Our graduates are work ready

100% of students find placement to do their WIL

2 790 students placed for work integrated learning (WIL) this year 2020

Partnered with 577 schools for WIL placement of our students



RESEARCH

80%

of our publications are published in internationally recognised journals



EXCELLENT ACADEMIC STUDENT SUPPORT

- A **student advisor** on campus and student engagement workshops
- **Great facilities and resources**
- **Technologically advanced laboratories**
- Excellent **research commons** to support postgraduate students
- **Four highly secured** student housing on campus
- Quality **sporting facilities**