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Newsletter
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NEW Dean APPOINTED

"My vision for the Faculty of Education is to make it the Faculty of Choice – a place where all staff and students can fulfil their career aspirations," said Prof Chika Sehoole, who assumed his duties as Dean on 1 June 2016.

He feels that it is important to attract top quality academics and to recruit talented young staff that can be developed to ensure capable future leadership, and believes that if the skills of young people who have successfully completed matric or a first degree can be developed, opportunities can be created.

Prof Sehoole resigned from his post as Chief Director in the Department of Higher Education and Training in 2008 to return to academia as Head of the Department of Education Management and Policy Studies. At the time of his appointment as Dean, he was prepared for the challenges he might face as he is an experienced scholarly, academic and administrative leader.

He regards our Faculty as unique in many ways – "our students are sought after and are appointed soon after qualifying, and academics who want to pursue their careers are keen to become part of our staff – not because of the salaries paid by the University of Pretoria, but rather because of what we offer as their Faculty of Choice. One of our Faculty's strong points is our outstanding master's and PhD students. Our excellent facilities and infrastructure support our academic vision to pursue excellence in teaching and learning."

One of Prof Sehoole's goals is to establish a Young Scholar Programme that can prepare young academics to become professors. With regard to research, he gives his full support to work that is being done by the Centre for the Study of Resilience and the Centre for Evaluation and Assessment, and appreciates the focus on diversity in education. He encourages staff to publish more in high-impact journals. Furthermore, he feels that there should be more emphasis on the theoretical training of



Prof Chika Sehoole, appointed Dean in the Faculty of Education

postgraduate students, and he is in favour of the increased use of technology for undergraduate studies.

With his appointment as Dean, Prof Sehoole was also promoted to the position of full professor. His dream is to share his knowledge, skills and experience with all academics, undergraduate and postgraduate students. He is grateful to the mentors who took him by the hand and guided him; therefore he would like to give all the students in this Faculty the support they need to be able to realise their dreams.



Page 24 - Prof Max Braun welcomes Prof Chika Sehoole as Dean of the Faculty of Education



Page 45 - Fourth-year Intervention in Research in Education (FIRE) Project very successful



Page 10 - Colloquium to encourage, motivate and empower students

Message from the DEAN

The University of Pretoria operates in a national landscape where access, success and equity, quality, relevance and broad transformation have been proven to be a challenge. As Dean of the Faculty of Education, my vision is situated in the broader 2025 vision of the University, namely *'To be a leading research-intensive university in Africa, recognised internationally for its quality, relevance and impact, and also for developing people, creating knowledge and making a difference locally and globally'.*

How do we achieve that? We all know that Faculties of Education are mandated to produce well trained teachers for the schooling system. There is therefore the need, to continuously monitor and keep abreast of curriculum changes in the schooling system (and even beyond our shores) to ensure that the training and education offered reflect the human and material demands of any curricula reforms. In preparing our graduates to operate in the knowledge-based economy together with the steady increase in the number of international students on our programmes, I see the urgent need for our students to be exposed to multiple perspectives in the modules or courses they take.

Students entering study at any level will therefore find a competitive but supportive environment in which every student is taken seriously and competently prepared to excel as a professional in any part of the world. In pursuit of teaching excellence the Faculty has embraced the University's hybrid teaching and learning model which is an optimal blend of face-to-face and virtual (or online) learning opportunities for students. This model offers the best of both worlds – face-to-face teaching where it is most suitable, enriched by the wide range of virtual learning tools and products (YouTube videos, mobile apps, narrative PowerPoint presentations) that are becoming available. Consequently, the Faculty will produce teachers who are technologically inclined and literate and therefore able to respond to the rapidly changing teaching environment in schools.

The University of Pretoria has adopted the FLY@UP campaign to support students to complete their degrees in minimum period. FLY stands for the Finish Line is Yours. In this campaign we would like to encourage students to take responsibility for their own finish lines and #graduate on time. We believe in our students, as we choose the best students to study here, and we believe that we can increase the present percentage of students who graduate in the minimum time allocated.

At UP we want every new first year student to make a successful transition from school to university and at the end of their degree from university to the workplace as an employee or into the post graduate studies in the minimum possible time. This can be achieved through effective facilitation of learning which will take a partnership between students, lecturers and all other service departments supporting the academic enterprise of the university. The student has the responsibility to attend to his academic activities, either face to face or online, to do the assignments, to access resources and generally to reach the finish line. Academics have the responsibility to plan a well-articulated curriculum, communicate educational pathway



Prof Chika Sehoole

clearly to students, for the whole qualification and within each module. They need to induct students into epistemologies of their disciplines and what counts as knowledge within the discipline, teach and assess well, engage students meaningfully and provide additional academic assistance as necessary in order to assist them to graduate in the minimum time.

In line with our pursuit of excellence, we would like to improve our current ranking from the top 200 to the top 150 in the QS World University rankings. Dr Estelle Gaigher from the Department of Science, Mathematics and Technology Education and Dr Miemsie Steyn from the Department of Early Childhood Education were recently promoted to the position of Associate Professor. Dr Maximus Sefotho from the Department of Educational Psychology, Dr Teresa Ogina from the Department of Education Management and Policy Studies and Dr Lizette de Jager from the Department of Humanities Education were promoted to the position of Senior Lecturer from 1 January 2017.

Congratulations also go to the following staff members for their success in applying for NRF rating:

- Prof Kobus Maree, Department of the Educational Psychology, received a B1 rating;
- Prof Linda Theron, of the Department of Educational Psychology, received a B3 rating;
- Prof Johann Engelbrecht of the Department of Science, Mathematics and Technology Education received a C1 rating
- Prof Chaya Herman of the Department of Education Management and Policy Studies received a C2 rating.

With this progress in staff achievements and career development, combined with the quality of facilities of institutional support to carry out our teaching, learning and research mandate, the dream of this Faculty becoming the best will become a reality.

Prof Chika Sehoole
Dean: Faculty of Education

Pursue your DREAMS, but ACQUIRE a QUALIFICATION

– Prof Chika Sehoole

When our newly appointed Dean, Prof Chika Sehoole, was a student, the challenges he faced were not unlike those faced by today's students. He too experienced uncertainty about whether he would pass his courses and whether he would have the money needed for registration the following year.

He was the second of four siblings brought up in a disadvantaged context. He did not study any of the sciences at school as we lacked teachers who were qualified to teach them. The idea of tertiary education never even crossed his mind as he knew that his family could not afford to pay university fees. When he was in Grade 11 his mother, much to his surprise, suggested that he should think about going to university and told him that she was prepared to work and make the necessary sacrifices. At the time she was working as a teacher with a Junior Certificate (Grade 10) and a one-year teacher training qualification. She did not have matric.

After passing matric, Chika Sehoole, enrolled at the University of the North, now the University of Limpopo. The journey to Limpopo, which would normally have taken three hours, took them more than eight hours as his brother's car was not roadworthy. As a young student, he only had enough money to register for the first term, from February to April. When he returned for the second term, his mother sold a cow to raise the money to pay his fees up to the third term. He was awarded a bursary as he was completing his second year. That was the last time his family had to pay for his studies. To avoid losing the bursary and the opportunity it offered him, he was determined to work hard and excel. He completed his studies within the prescribed time.

When he thought he was ready to start working to assist his family, his mother advised him to continue with an honours degree, assuring him that she was still strong enough to keep on working. He enrolled for an honours degree at the University of the Witwatersrand. He said he will never forget the experience! It was the first time he sat next to a white student in class and the first time he was taught by lecturers whose first language was English. He said he struggled to understand their unfamiliar

accent. What he was being taught in the honours course, seemed to be totally unrelated to his undergraduate studies. The result was that he had to triple the effort he put into his studies. 'By the grace of God', he managed to complete his honours and master's degrees in three years.

He started working and seven years later he registered for a PhD degree. He attributes his success to his faith in God, focusing on the task at hand, a competitive spirit and the determination to outdo himself.

Prof Chika Sehoole shared some of the personal challenges he met in life in order to encourage students not to give up. In this regard he opened up to them: "you speak of racism, I have experienced that, being unfairly treated I have been through that, people not expecting much from you, I have been there. But I have never allowed these to deter me in pursuit of my goal." What helped him to keep focus in his development was the teaching he got while at university that "I am young ones, and that I will never be young again. Therefore, I need to invest in my youth so that when I am old I should never regret missed opportunities."

Prof Chika Sehoole has travelled the world, he has been to places he never expected to see and he addressed big gatherings, including a UNESCO meeting. He said that all of these experiences bear testimony to the power of education. He reminded all students that former President Nelson Mandela said, "Education is a powerful weapon that can change a nation".

Education is a powerful weapon that can change your fortunes and your social status. It is not about how you started, but how you end. Prof Sehoole said that as the Dean of the Faculty of Education, he declares that he is willing to work with everyone to create opportunities for each student to pursue his or her dream of obtaining which he or she came here for, which is to receive an education and acquire a qualification. With that qualification, they can go and use it to change their fortunes, to make a difference in their families, communities and the nation.



Prof Chika Sehoole and Dr Mammie Sehoole at his welcoming function



Prof Chika Sehoole, Dean, with his two Senior Management Assistants, Ms Yvonne Munro and Ms Rose Tibane

PROMOTIONS

to Associate Professor

from 1 January 2017

Dr Miemsie Steyn

Dr Miemsie Steyn from the Department of Early Childhood Education has been promoted to the position of Associate Professor from 1 January 2017.

She is responsible for the coordination of research activities and her main tasks involve the supervision of postgraduate students and the publication of articles. Her research focus is embedded in the field of sociology of education, where the interplay between society and education is foregrounded. She has done extensive research on the future expectations of adolescents from the perspectives of various ethnic groups in South Africa. She is also interested in how black students experience their tertiary studies at formerly white institutions, and the challenges they face in order to achieve academic success.

Dr Steyn is currently involved in the African-Asian Dialogue (AAD) project, which undertakes research to identify the factors that contribute to the development of the professional identities of teachers and student teachers.



Dr Miemsie Steyn

Dr Estelle Gaigher

Dr Estelle Gaigher from the Department of Science, Mathematics and Technology Education has been promoted to the position of Associate Professor from 1 January 2017.

In addition to undergraduate teaching, she also supervises postgraduate research and has successfully supervised several master's and PhD studies to completion. She has presented papers at conferences worldwide and articles written by her have been published in various local and international accredited journals.

Dr Gaigher has collaborated with international scholars during research visits to the University of Madison Wisconsin and the Illinois Institute of Technology. Her research interests include physics and science education and she participated in a three-year developmental project initiated by the French La Main a la Pate Foundation to introduce inquiry-based science education in South African schools. She is currently involved in an international comparative study undertaken to investigate learners' understanding of the concept scientific inquiry.



Dr Estelle Gaigher

To SENIOR LECTURER from 1 January 2017

Dr Maximus Monaheng Sefotho

Dr Maximus Monaheng Sefotho is a Lecturer in the Department of Educational Psychology.

He is passionate about career guidance, disability and philosophy of Education; philosophy of science and philosophy of mind. Dr Sefotho includes the excluded through hephapreneurship, a neology he coined for persons who are neither in Education, employment or training.

Dr Sefotho's work is a socio-political act geared towards transformation and social change. He chooses to use the phrase 'differently abled' instead of 'disability' because he encourages 'seeing abilities in disability'. He spans extensive experience in career guidance. He visited CEDEFOP (the European Centre for Career Guidance in Greece) Universidade de A Coruna in Spain and Morelia in Mexico recently, to focus on career guidance and disability.

Dr Sefotho has just completed a postgraduate diploma in disability studies with the University of Cape Town.



Dr Maximus Monaheng Sefotho

Dr Lizette de Jager

Dr Lizette de Jager is a lecturer in the Department of Humanities Education. Her research focus falls under the broad umbrella of applied linguistics, specifically inter-cultural and cross-cultural pragmatics in diverse classroom settings, but more specifically English Methodology and classroom practice; Instructional Design and Pedagogy.

Her passion has always been English and linguistics. Through her work as coordinator of the Faculty's methodologies, she has narrowed her focus to the methodology of English. She also has a strong interest in support for e-learning and have lately included this field in her research. Her current research deals with instructional communication and e-learning in the English classroom and she has been involved in collaboration with Partners-in-learning and Schoolnet to create interactive e-learning lessons for the English classroom. Dr De Jager completed a joint project with the CSIR and colleagues in the Faculty to source and evaluate apps for the English classroom.

Dr De Jager is a core member of the Centre for Diversity in Education and work in the language prism of the Centre. She is also involved in the Faculty's FIRE project (Fourth year Intervention in Research in Education), an ongoing project on how fourth year student teachers facilitate effectiveness and construct their teaching identity.

She commit herself to continue to contribute to the important field of English education and to help raise the standards of teaching English in our schools.



Dr Lizette de Jager

Dr Teresa Ogina

Dr Teresa Ogina from the Department of Education Management and Policy Studies was a secondary school teacher in Kenya between 1984 and 1994 before pursuing her postgraduate studies at the University of Pretoria in 1997.

She obtained her BEd Honours, Master's and Doctoral degree in Education Management, Law and Policy from the University of Pretoria. Her doctoral thesis was on 'The management of orphans in schools'.

She has been involved in research since 2004. While doing her Master's studies, she was appointed to work as a research assistant and was involved in distance education as a part-time lecturer and a marker. She was also involved in research activities which included research proposal defenses for Master's and Doctoral students and research support sessions.

After the completion of her doctoral studies, she was appointed as lecturer. Dr Ogina is responsible for the teaching of the BEd Hons Research module. She is coordinating some modules and teaching undergraduate modules. She is also supervising Honours, Master's and doctoral students.

She has published several articles in peer reviewed accredited journals and have contributed a chapter in a book (From Microscope to Kaleidoscope: Reconsidering Educational Aspects related to children in the HIV/AIDS pandemic edited by Liesel Ebersöhn.) She is also working with a team of other researchers from China in a joint international project (NENU) on School principalship.



Dr Teresa Ogina

MASTER'S STUDENTS begin their JOURNEY



Prof Rinelle Evans from the Department of Humanities Education has initiated an orientation programme for master's students in Department as well as Early Childhood Education, at the beginning of their two-year journey.

The content of the two-day programme presented in October was designed to give the students some background on what to expect in their master's studies; who they will be working with; research proposals; ethics; branding; timelines; and assignments. They were also introduced to their supervisors and other master's students.

Prof Evans discussed the issues of structuring journal articles, reading strategies and reading lists, and staff members from other departments joined in to ensure that the students were well prepared: Ms Lynette Nagel from Information Technology demonstrated the installation of the appropriate software on their own devices and how to access the UP portal, UP email and e-feedback from supervisors; Ms Sonja Delpont from the Education Library explained how information searches should be conducted, as well as navigation around the academic information site and databases, Endnote, plagiarism and referencing; and Ms Detken Scheepers discussed the use of clickUP and related sites, and Turnitin.

Prof Evans expressed her satisfaction with the outcome of these annual hybrid programmes and said: 'This was an excellent opportunity for some students to meet their peers and supervisors face to face. They were accompanied on a campus tour, which is more immediate than browsing through photos on a website and allowed them to develop a sense of belonging to the institution.'

The academic advantages of the orientation included practical guidance regarding time management, dissecting articles and other readings and navigating the institutional information technology systems, which provided them with a solid foundation for finding their way through the maze of postgraduate studies.'

Since many teachers rely on the school holidays to attend to their studies, starting in October, rather than in late January, provides them with a head start. The first group of 16 students who enrolled on this system all presented their proposals within the first year and with two exceptions have already received ethical clearance to proceed with data collection.

The University of Pretoria has adopted the FLY@UP campaign to support students and encourage them to take responsibility for their own finish lines and #graduate on time, ie in the minimum period. The Faculty of Education supports this campaign and encourages its students, in this case its master's students, to complete their degrees the specified two-year period.



Students begin their Master's study journey



Teaching and learning is a pleasant experience



Students are encouraged to finish their Master's studies in the minimum period of two years



Prof Rinelle Evans from the Department of Humanities Education, coordinates the annual two-day programme to give the Master's students direction in their studies



Students actively participated in the two-day programme



"The only source of knowledge is experience" – Albert Einstein

Prof Everard Weber

NEW HEAD OF DEPARTMENT

Prof Everard Weber has accepted the position of Head of Department of Education Management and Policy Studies from 1 February 2017.

Prof Weber holds the following degrees: Bachelor of Arts, Bachelor of Arts (Honours), Master of Philosophy (all obtained from the University of Cape Town); Master of Education and Doctor of Philosophy both obtained from Harvard University in the USA.

He has an illustrious career which started as a teacher at Crestway High School in the Western Cape from 1981. His academic career started in 1994 when he was appointed as a part-time lecturer at the University of the Western Cape, followed by another part-time appointment at the University of Cape Town as a Sociology Lecturer in 1996. During his studies overseas between 1999 and 2003, he served as a graduate intern at North-eastern University and Harvard University.

Prof Weber was appointed as Senior Lecturer at the University of Pretoria in 2003. He then moved to work as a Senior Researcher in the Education Policy University at the University of the Witwatersrand between 2007 and 2009. In 2010 he was appointed as Associate Professor at the University of Johannesburg, before he was promoted to full Professor in 2011. He returned to the University of Pretoria in 2012 as full Professor in the Department of Education Management and Policy Studies.

Prof Weber has an extensive experience in teaching and learning, course development and assessment which he acquired in the different higher education institutions he has worked for.

He brings into this position as HOD, extensive experience in postgraduate education, supervision and mentorship. He has extensive research experience which finds expression in his ability to attract funding for his research projects, peer reviewed articles in high impact journals, chapters in scholarly books and many conference papers and research reports. He is an author of a book titled: Teaching in the new South Africa at Merrydale High School, published by University Press of America, in 2006, and edited a book titled: Educational Change in post-apartheid South Africa: Reflections on realities, practices and reforms, published by Sense in 2008.



Prof Everard Weber

Student engagement @ Faculty of Education

Prof Salomé Human-Vogel

Universities across South Africa will no doubt remember 2016 as the year in which the #feesmustfall movement presented institutions of higher education with an unprecedented challenge to respond to students' call for free, decolonised and African-centred education. Campuses across South Africa experienced significant disruption to their academic programmes as the #feesmustfall movement gained traction. At the Faculty of Education, staff and students responded to these challenges by moving learning content to electronic platforms such as ClickUP to fast-track the implementation of the UP hybrid learning module.

On Monday, 10 October, the Faculty of Education staff and students came together in the Normal Hall to discuss their respective expectations. During this meeting, which was presided over by the Dean of the Faculty, Prof Chika Schoole, and the Deputy Dean, Prof Max Braun, many students discussed their

demands and concerns with the staff, and offered suggestions about how they could support #feesmustfall without placing the completion of the academic year in jeopardy.

Listening to the many student voices that were heard on that day, it was clear that the current generation of students have been inspired by the words of Frantz Fanon, who said: 'Each generation must, out of relative obscurity, discover its mission, fulfil it, or betray it'. It is evident that they have decided that their mission is to ensure free education for the poor. As a Faculty of Education, we have taken the first steps and have listened to our students. As a next step, the Department of Educational Psychology has requested all its students to provide inputs to the Faculty draft document on curriculum transformation, which has been shared with the Dean and Deputy Dean. Looking towards 2017, the faculty hopes to succeed in our attempt



Prof Salomé Human-Vogel

to continue building on our positive and constructive engagement with students as we try to find common ground.

Four new NRF ratings in the Faculty of Education

Prof Kobus Maree, a full professor in the Department of Educational Psychology, received a B1 rating as from 1 January 2017. His main research interests are career counselling, career construction (counselling), life design (counselling), emotional-social intelligence and social responsibility, and learning facilitation in mathematics. He links research results to appropriate career choices and to life design.

Prof Maree is a former editor of the South African Journal of Psychology, managing editor of Gifted Education International, executive editor of the SA Journal of Science and Technology. He is a member of several national and international bodies, including the National Career Development Association (USA), the Society for Vocational Psychology (SVP) (USA), the International Association of Applied Psychology (IAAP) (USA), the Psychology Society of South Africa (PsySSA) the Suid Afrikaanse Akademie vir Wetenskap en Kuns (South African Academy of Science and Arts) and the Association of Science of South Africa (ASSAf). He has written more than 120 peer-reviewed articles and 60 books or chapters in books since the beginning of 2004.

In 2009, he was awarded the Stals Prize of the Suid Afrikaanse Akademie vir Wetenskap en Kuns (South African Academy of Science and Arts) for exceptional research and contributions to psychology. In June 2014, he received another Stals Prize – this time around for exceptional research and contributions to education, and in September 2014, at the 20th South African Psychology Congress, he received the Psychological Society of South Africa's (PsySSA) Award for Excellence in Science. In October 2014, Prof Maree was awarded honorary membership of the Golden Key International Honour Society for exceptional academic achievements, leadership skills and community involvement. He was also the recipient of the University of Pretoria Chancellor's Medal for Teaching and Learning in 2010 and has been successfully nominated as an Exceptional Academic Achiever on four consecutive occasions (2003-2016).

Prof Chaya Herman is a professor in the Department of Education Management and Policy Studies. Her C2 rating for her research will become valid on 1 January 2017.

Her fields of interest include doctoral education, education policy and higher education qualitative research methodology. In 1994, she received the award for the best PhD thesis. She has also received an RDP award.



Prof Kobus Maree



Prof Chaya Hermann

Prof Johann Engelbrecht is a professor in mathematics education in the Department of Science, Mathematics and Technology Education. The C1 rating he has been given for his research will become effective on 1 January 2017.

Prof Engelbrecht, a former Deputy Dean of the Faculty of Natural and Agricultural Sciences and Vice-Principal at the University of Pretoria, was one of the founders of the SA Mathematics Foundation (SAMF) and is currently its Executive Director. He is an active researcher in the field of mathematics education on the tertiary level and his international involvement in the teaching of undergraduate mathematics includes numerous research and keynote presentations, membership of international scientific committees for international conferences, research papers on mathematics education in international academic journals and joint research projects undertaken with colleagues in many countries. He represented South Africa on the International Programme Committee for the ICME 2012 in Seoul, and in 2016 he was a member of a survey team on blended learning at the ICME 2016 in Hamburg.

Prof Engelbrecht was one of the founders of the international Delta movement, a Southern Hemisphere collaboration in the field of undergraduate mathematics education. He has received several awards for teaching, including the Claude Harris Leon Championship in Mathematics Teaching Award in 1998 and the South African Mathematical Society Award for the Advancement of Mathematics in 2005.

He was the founder of the Mathematics for Undergraduates Teaching Initiative (MUTI), which fosters ties between mathematicians and other role-players, including other departments, faculties and universities, and also initiated the UP Mathematics Competition.



Prof Johann Engelbrecht

Prof Linda Theron, a full-professor in the Department of Educational Psychology, received a B3 rating that will come into effect on 1 January 2017. Prof Theron is registered with the Health Professions Council of South Africa as an educational psychologist and is an extraordinary professor in the Optentia Research Focus Area at the North-West University.

Prof Theron's research explores the resilience processes of young South Africans challenged by chronic adversity and accounts for how sociocultural contexts shape these processes of resilience. Together with Dr Michael Ungar from the Resilience Research Centre in Canada, she was the principal co-investigator in the five-country Pathways to Resilience Study (2009-2015). In 2013 she received the Education Association of South Africa's research medal for her rich contributions to the understanding and promotion of resilience processes that support the positive adjustment of South African youth.

She is the lead editor of *Youth Resilience and Culture: Complexities and Commonalities* (Springer, 2015) and an associate editor of the journal *Child Abuse & Neglect* (Elsevier).



Prof Linda Theron

Colloquium on **ENCOURAGING,** **MOTIVATING** and **EMPOWERING** students

In October 2016, Kiaat Men's Residence, in collaboration with the Faculty of Education, held a colloquium aimed at encouraging, motivating and empowering education students to strive for academic excellence in their journey towards becoming the teachers of the future. Ms Naledi Pandor, the Minister of Science and Technology, was the keynote speaker at the event, which was attended by 250 students from the four residences on the Groenkloof Campus.

In her address, Minister Pandor highlighted four main issues that are related to the current challenges of higher education. First, she noted the fact that we have had a year of intense protests by students and workers who challenged government, higher education leaders, the private sector and society in general to concretely respond to the funding needs of poor students. Second, she emphasised the need to address demands for intellectual relevance and responsiveness. Third, she addressed the assertion that universities still remain spaces of colonised and undemocratic practices, and lastly, she referred to the need to respond to the funding needs of poor students. She made it clear that all of us have a part to play. The most justifiable demand is that the poor must be supported in their endeavours to access quality higher education.

Referring to the calls for the decolonisation of the curriculum, she challenged academics and students to provide content as 'it would be tragic to allow govern-



Ms Naledi Pandor, Minister of Science and Technology was the keynote speaker at the colloquium

ments to determine curriculum renewal and processes of knowledge production'. With regard to students' demand for a decolonised curriculum, she said: "I assume that by decolonising, the intention is to change what is taught, how it is taught and who teaches it." She then challenged the students to avoid focusing only on what is taught (content), but to also consider how the curriculum is taught and who teaches (lecturers) it, which are equally important, and encouraged them to think about pursuing academic careers so that they will be able to contribute to the decolonisation of the curriculum.

Minister Pandor touched on the achievements of government in the area of higher education, which include the fact that 'the vast majority (over 80%) of the students in higher education are black and almost 60% are women; and that there has been considerable investment in institutional recapitalisation and in new infrastructure across the system, including student accommodation and the creation of two new universities'.

She highlighted the contribution made to

this success by the Department of Science and Technology, which is discharged mainly through the National Research Foundation (NRF) whose primary function is to promote and support research through funding postgraduates. In 2014, the NRF supported 11 335 postgraduate students who represented 5.9%, 7.9% and 15.8% of all enrolled honours, master's and doctoral students respectively. Despite these small percentages, the NRF is the largest funder of postgraduate studies in the country. A study recently completed by the Department of Science and Technology (DST) on the retention and conversion of students in the postgraduate study pipeline showed that inadequate financial resources are the biggest contributor to students taking 'gap' years between study levels, and to postgraduate students' attrition in general. "It is clear from our experience that there needs to be improved support for, and resourcing of postgraduate education," she said.

Minister Pandor revealed that in 2008 the DST chose five priority areas – or 'grand challenges' – identified in South Africa's Ten-year Innovation Plan. The grand challenges relate to: our investment in bio-sciences for public health and food security; better understanding and mitigating the impact of global change; achieving energy security; optimally exploiting the potential of space science and technology; and using science and technology to fight poverty and exclusion in our society.



Prof Chika Sehoole, Dean, encouraged the staff and students in the Faculty to pursue their academic goals and aspirations

"We need high skills, science and innovation," she said. "Many of our struggles tend to focus on undergraduate education, but if South Africa intends to be a global player, more attention should be given to postgraduate education." In this regard she urged students to consider pursuing postgraduate studies in order to contribute to the country's development.

In his speech, Prof Chika Sehoole, Dean of the Faculty of Education, mentioned that the colloquium was taking place at a time when higher education nationally is facing some major challenges, especially in relation to the call for free quality and decolonised higher education. In addition to the announcement by the Senate of the University of Pretoria that in principle they support the call for free quality higher education, he restated his personal position in favour of 'free quality higher education for the poor'. However, in his opinion the families that can afford to pay for higher education should continue to do so, since such income received can be used to support the provision of quality education. If this income stream is blocked, he said, 'we may get free higher education, but the

quality will be poor because of insufficient resources'.

He advised that the call for free quality higher education should be accompanied by the responsibility placed on beneficiaries to ensure that they leave higher education with qualifications, 'not at their own convenient time, but within the minimum period'. It was to facilitate this that the University of Pretoria had adopted the FLY@UP campaign to help students and to encourage them to take responsibility for their own finish lines and #graduate on time. He stated that the Faculty is committed to the FLY@UP campaign as part of its vision of becoming a Faculty of choice for students and staff where all can pursue their academic goals and aspirations.

Also present at the event were Prof Ernest van Eck, Deputy Dean: Faculty of Theology and House Father of the Kiaat Men's Residence, and Dr Matete Madiba, Director: Department of Student Affairs.

After the event, all those who attended the colloquium in the Auditorium were invited to enjoy a dinner in the Normal Hall.



From left: Bongani Hlombe, outgoing Chair of Kiaat residence; Dr Maximus Sefotho, staff member concerned with students; Prof Chika Sehoole, Dean; Minister Naledi Pandor; Ndumiso Mpanza, Master of Ceremonies; Nduduzo Mkhize, Chair-elect of Kiaat residence; Dr Matete Madiba, Director of Student Affairs and André Moolman



Students from all residences and from Groenkloof Campus were invited to attend the event



The students appreciated the opportunity to engage in discussions on education and felt motivated and encouraged



The event was attended by about 250 students



Some of the House Committee members from Inca residence, for 2017



Some of the House Committee members from Kiaat residence, for 2017



Degrees conferred by the Faculty of Education at the Spring Graduation Ceremony

On the occasion of the Spring Graduation Ceremony, held in the Rembrandt Hall at the LC de Villiers Sports Grounds on 31 August 2016, the Faculty of Education awarded eight doctorates, 19 master's degrees, more than 300 honours degrees (Distance Education), 23 bachelor's degrees and 37 Advanced Certificates in Education. Prof Stephanie Burton, Vice-Principal, and Prof Chika Sehoole, the newly appointed Dean of the Faculty of Education, congratulated the students and handed their certificates to them.

Two Faculty staff members were awarded PhD degrees. Dr Alfred du Plessis from the Department of Educational Psychology had written a thesis on 'Total knee replacement patients' experiences of a brief hope-based in-hospital intervention' under the supervision of Dr Suzanne Bester, and Dr Yolandi Woest from the Department of Humanities Education received her degree for a thesis titled 'Bayakhuluma kaninigi: the influence of own teachers on the professional identity of beginner teachers'. Her supervisor, Prof Saloshna Vandeyar, had supervised

the work of three of this year's successful doctoral candidates.

Doctorates were also awarded to:

Dr Thomas Elufisan – 'Reconstruction of Nigerian immigrant professional identities at a South African university' (Supervisor: Prof Saloshna Vandeyar)

Dr Colleen Gamedze – 'The constitution, negotiation and representation of immigrant student identities in Swaziland schools' (Supervisor: Prof Saloshna Vandeyar). Dr Gamedze received a standing ovation from the audience in recognition of her perseverance and accomplishment as she had completed her studies while seriously ill.

Dr Brigitta Hambrock – 'Student perspectives on the introduction of mobile learning in a journalism course' (Supervisor: Prof Linda van Ryneveld)

Dr Chinwe Igbafe – 'Emotional intelligence in coping with professional, academic and institutional challenges in Nigerian Universities' (Supervisor: Dr Miems Steyn)



Prof Chika Sehoole announcing a student graduate at the first graduation as Dean of the Faculty

Dr Poppy Mahlangu – 'The academic experiences of Grade 12 top achievers in maintaining excellence in first-year university programmes' (Supervisor: Prof William Fraser)

Dr Ntombu Mohladi-Tlaka – 'The contribution of a text-based approach to English education for communicative competence' (Supervisor: Dr Lizette de Jager)



Dr Alfred du Plessis with Supervisor Dr Suzanne Bester



Dr Yolandi Woest overwhelmed with joy



Prof Saloshna Vandeyar, Supervisor, with Dr Colleen Gamedze

Vice Principal encourages graduands

Prof Stephanie Burton, Vice Principal welcomed and congratulated the graduands. She said that "those of you whose successes are being recognised today can be justifiably proud to have studied at, and to be graduating from, the University of Pretoria."

UP is one of South Africa's leading universities – and one of the leading universities in the BRICS countries, too, while the Faculty of Education at Tukkies is one of the very best in the country – it is among the top 200 schools of Education in the world. "This is the great institution that is now your Alma Mater", she said.

Prof Burton made it clear that it is important each student to know that he is she is part of a small and special group of people who have succeeded in reaching graduation; for every million young people in the world who enter Grade One, only ten percent enter a university – and only seven percent complete a degree. This is, of course, not a matter of luck, she said, but the result of your hard work and commitment to their studies, along with support of their families, and the quality of the education that Tukkies provides.

Reaching this graduation ceremony is important in itself – but it is also of significance

as we live in turbulent times globally and locally. Across the world, wars, floods, earthquakes and failing economies put millions of people in danger each day. Here at home, it is not clear how many South African universities will open at the beginning of term next year. There are no simple solutions to the causes of the growing challenges faced by people all over the world. However, education of a high standard, and which encourages flexible thought, the ability to challenge local, regional or global dogmas, is the foundation in the battle against ethnic, gender and cultural prejudices. The knowledge and skills students have gained, in the Faculty of Education here at the University of Pretoria, will place them in an ideal position to be able to face and counter some these challenges.

"We know that you will be making important contributions to the on-going improvement of the South African school system and to the lives of young people of school-going ages. These two goals are of real importance to the University – as graduates, you will make positive changes to the lives of young people, while the school system, so important to South Africa's wellbeing, will benefit from your skills and commitments as teachers."



Prof Stephanie Burton, Vice Principal, congratulating a student

"As you leave the University to enter or return to the workplace, I would like to share this thought with you: words spoken by Martin Luther King Jr who is one of the world's greatest fighters for civil rights: 'The function of education is to teach one to think intensively and to think critically. Intelligence plus character - that is the goal of true education', Prof Burton said.



Prof Saloshna Vandeyar, Supervisor, with Dr Thomas Elufisan



Prof Linda van Ryneveld, Supervisor, with Dr Brigitta Hambrock



Prof William Fraser, Supervisor, with Dr Poppy Mahlangu



Dr Lizette de Jager, Supervisor, with Dr Ntombu Mhladi-Tlaka



Ceremonial procession



Part of the ceremony were Prof Everard Weber, Prof Pieter du Toit and Mr Wallace Issaacs

Prof Kobus Maree – RESEARCH-DRIVEN

Inspired by his own childhood experiences, Prof Kobus Maree from the Department of Educational Psychology committed his life's work to helping people of all kinds and classes to find their life purposes. Today he is a world-renowned researcher and educational psychologist, cited by acclaimed researchers in the field and generally acknowledged as one of the leading global experts in the area of career counselling.

Since his appointment in the Faculty of Education, he has developed a career counselling strategy that has the ability to benefit all people, irrespective of their race, creed, socio-economic situation or geographic location. His work contributed to the rather drastic shift from applying the traditional, 'positivist' style of career counselling to conducting tests and analysing the results to advise people on the most suitable careers to pursue.

Prof Maree has dedicated 30 years of research to designing an integrated strategy that merges qualitative and quantitative instruments to help people to identify their interests and central life themes in a relatively short time. What sets his work apart from the work of previous researchers in his field, is that he is one of a small band of researchers who have successfully designed an integrated approach to career counselling by merging the 'results' obtained through the use quantitative instruments with the subjective data elicited by using qualitative assessment strategies.

A major driving force behind his work, and arguably his own most central life theme, is his desire to facilitate social justice. Poverty and injustice are issues that are close to his heart. Being able to use his own expertise to empower people and help them to realise their dreams has been a life-long commitment. Approximately 90% of his research was conducted in township and rural schools, and he describes those visits as

the 'most revealing and rewarding experiences of my life'. He continues to refine his instruments by testing them in regions challenged by major disadvantages (both in South Africa and elsewhere on the continent). 'If my approach works where people are struggling with inadequate resources, language barriers and other constraints, I know that the instruments will work everywhere else,' he said.

Prof Maree has helped countless people to discover what they would like to do with their lives. His instruments are suitable for all people at points of transition, for example learners in Grade 9 (when they have to make subject choices) and Grades 11 and 12 (when they have to decide on a course of study), first-year students (who find that they are not enjoying their tertiary study choices), other students who feel uncertain about whether they are pursuing an appropriate field of study, and working (or unemployed) people of virtually all ages who are in professions in which they do not feeling satisfied or content.

Prof Maree is one of only two B-rated NRF researchers in the Faculty of Education. He also has a private practice where he uses his instruments (in conjunction with those of others) to apply in practice what he has developed in theory.



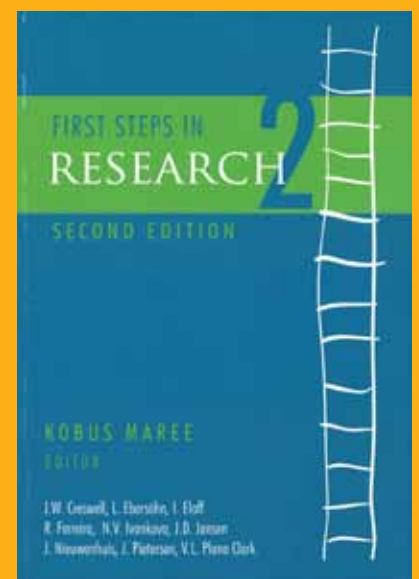
Prof Kobus Maree

A thousand Google citations for Faculty book on research methodology

The book *First Steps in Research*, edited by Prof Kobus Maree, reached 1000+ Google citations a while ago. Google Scholar Citations provide a simple way for authors to keep track of citations to their articles. According to experts, a 1000 citations for a scholarly publication is extremely high and should be acknowledged.

Other contributors to the book are: Prof Irma Eloff, Prof Liesel Ebersöhn, Prof Ronél Ferreira, Prof Jan Nieuwenhuis, Dr Nataliya V Ivankova (University of Alabama), Prof Jonathan Jansen (University of Stanford), Mr Jacques Pietersen (Nelson Mandela Metropolitan University), Dr Vicki L Plano Clark (University of Nebraska-Lincoln) and Prof John W Creswell (University of Nebraska-Lincoln). While most academic databases and search engines allow users to select one factor (e.g. relevance, citation counts, or publication date) to rank results, Google Scholar ranks results with a combined

ranking algorithm in a way researchers do, weighing the full text of each article, the author, the publication in which the article appears, and how often the piece has been cited in other scholarly literature. Research has shown that Google Scholar puts high weight especially on citation counts and words included in a document's title. As a consequence, the first search results are often highly cited articles.



KEYNOTE addresses

Prof Kobus Maree

Prof Kobus Maree from the Department of Educational Psychology recently delivered a keynote address at the 7th International Conference on 'Learning, Teaching and Educational Leadership' in Budapest, Hungary.

His keynote was entitled 'Using life design related intervention to improve the living conditions of people with poverty: Disrupting outdated discourses about how to deal with disabling circumstances'. He also presented a workshop on scholarly writing at the conference.

Since global change is happening rapidly, occurring faster and faster, and the future is becoming less and less predictable, it has become time to change the language of our discourse about improving the living conditions of people with poverty quite radically. In his keynote, Prof Maree Kobus therefore drew on seven of his research projects to shed light on key factors with regard to the question about how adaptability and career resilience can be enhanced and harnessed to promote employability and decent work and reduce poverty. Arguing that current career counselling theory and practice (and, more particularly, the life design counselling approach) rigorously disrupt dated (industrial and modern) notions of how we can go about to improve the living conditions of people with poverty, he elaborated on a number of guidelines that can be followed to improve the living conditions of people with poverty by drawing on life design counselling.

The keynote was very well received and a number of joint projects (an edited book, invitations to submit articles to scholarly journals, mutual visits and joint article writing) are planned between scholars attending the conference and Prof Maree.



Prof Kobus Maree was a keynote speaker at a conference in Budapest, Hungary



Prof Kobus Maree with Zainul Yasni Indonesian-born student at the Belfast University in the United Kingdom. At 24 years of age, Zainul has a Master's degree in Educational Leadership, he is a socio-entrepreneur, a freelance motivator and trainer and has received several national and international awards. He has a keen interest in the Faculty of Education and hope to come here soon

Prof Sarah Howie

Prof Sarah Howie, Director of the Centre for Evaluation and Assessment, presented a keynote address at the 42nd International Association for Educational Assessment (IAEA) Conference, hosted by AMALUSI in Cape Town. The theme of the conference, which was attended by several hundred delegates from all over the world, was 'Assessing the Achievement of Curriculum Standards - An on-going Dialogue'.

Prof Howie's address, titled 'Assessment for political accountability or towards educational quality', focused on the context of South African education, the challenges that are being faced with regard to assessment and how such challenges could be tackled globally, but more particularly in South Africa.

Other keynote speakers were Prof Norman Webb from the Wisconsin Centre for Education Research at the University of Wisconsin-Madison, Dr Brian Stecher of RAND Education in California and Dr Michael Chilala of the Zambia Examinations Council in Zambia.



Prof Sarah Howie, Director of the Centre for Evaluation and Assessment delivering a keynote address in Cape Town

Faculty PLAN: 2017-2021

- Prof Chika Sehoole, Dean of Faculty of Education



Prof Chika Sehoole

During the period July–October 2016, the University of Pretoria was involved in the development of the Five-year Strategic Plan 2017-2021 to replace the previous Plan for 2012–2017, which had expired. The University has retained the strategic vision of UP 2025, namely to be a leading research-intensive university in Africa, recognised internationally for its quality, relevance and impact, and also for developing people, creating knowledge and making a difference locally and globally. While the institutional vision has been maintained, there has been some realignment of strategic goals to reflect the current institutional realities and priorities in the context of the larger higher education landscape in South Africa.

The vision of the Faculty is to build a faculty of choice where staff and students can pursue their academic and career aspirations. The broader strategy is to achieve the intended outcomes of the Faculty and the University in pursuit of visibility and impact. The Faculty of Education has built its reputation around the following key activities:

- Delivering quality teachers and school managers
- Developing, nurturing quality researchers
- Providing continued professional development through the Unit for Distance education with a high throughput rate
- Hosting active research centres which, together with academic departments, support postgraduate studies and research to attract funding, accelerate and enhance completion rates, and strengthen the Faculty's research outputs

The Faculty proposes the following action plans to address the University's five strategic goals for the period 2017–2021:

Strategic Goal I - Teaching and learning

1. To implement e-supported learning in most undergraduate programmes as is practically feasible
2. To actively increase student enrolment and throughput in scarce (priority) areas
3. To review, improve or close undersubscribed BEd (undergraduate) options
4. To enhance student recruitment drives to extend student diversity and attract more Black students to priority programmes that attract Funza Lushaka funding
5. To designate teaching and learning coordinators in each academic department
6. To significantly increase postgraduate throughput and completion rates to match University requirements
7. To introduce residence activities to support teaching and learning success

Strategic Goal II – Research and international profile

1. To use NRF-rated researchers as drivers of the research outputs and postgraduate training agenda of the Faculty
2. To use a differentiated approach in setting targets for each academic department and research centre, as well as for individual academics according to their post levels
3. To use funding to influence the pattern of publications submitted to ISI journals
4. To strengthen the research culture in the Faculty
5. To enhance postgraduate education and support
6. To encourage and support internationalisation and strategic partnerships

Strategic Goal III – Social responsiveness and impact on society

1. To develop pathways to postgraduate study that respond to national priorities
2. To ensure quality and relevance in the preparation of teachers at all levels
3. To initiate and support research projects that address societal problems and challenges
4. To offer short courses, part qualifications and professional training to respond to the country's education training needs
5. To focus on three flagship areas of research, namely assessment and evaluation, diversity in education and the study of resilience in education
6. To nurture technical and vocational education and training
7. To develop communities of research excellence
8. To extend the Faculty's presence to the Mamelodi Campus
9. To continue our participation in the activities and initiatives of partner and professional bodies
10. To explore pathways to postgraduate qualifications through the Faculty's Unit for Distance Education

Strategic Goal IV – Diversity, inclusivity and transformation

1. To mobilise both students and staff to buy into the re-visioned UP Strategic Plan 2025
2. To work on a communications strategy to keep everyone informed about and on board with the journey of change on which UP has embarked
3. To reconstitute the Transformation Committee of the Faculty to make it functional and effective
4. To use NGAP and other DHET initiatives to grow diversity prior to retirements
5. To use the institutional language policy and the Faculty language plan to advance the institutionally missioned and re-visioned UP2025
6. To use the Centre for Diversity in Education to actualise the research, postgraduate and teaching programmes in the Faculty

Strategic Goal V – Optimising resources and sustainability

1. To introduce cost-saving measures without negatively impacting on the core business of the Faculty
2. To encourage fundraising activities that will support strategic projects in the Faculty
3. To strengthen the Unit for Distance Education to ensure its sustainability

The successful delivery of this vision will require an enabling and conducive working and learning environment. The Faculty's Management Team and its leadership are essential to the successful establishment of this envisaged institutional culture of excellence with which we seek to make a difference. There is a need for both academic and support staff to work together in the realisation of this vision. "As a Team Leader, I will place myself at the centre of this vision and will strive to be the embodiment of the values and ethics of this Faculty in building a winning culture and ensuring that our Faculty remains locally and globally competitive."

One of South Africa's leading young researchers based in our Faculty

Dr Wendy Carvalho-Malekane's from the Department of Humanities Education was named by the *Mail and Guardian* as one of the 200 top young South African researchers.

Dr Carvalho-Malekane's mother is Spanish but was born and raised in Portugal. Her father is Tswana and a native of Pretoria. She spent her childhood in Zambia and as young girl in South Africa. The title of her thesis is 'Racial identity as narrated by young South African adults with parents from different racial and national heritages'. Dr Carvalho-Malekane was awarded the PhD degree in 2015.

She is one of South Africa's leading young researchers in the field of biracial identity formation. Her work has been lauded by leading scholars in education, including Prof Joyce King (president-elect of the American Educational Research Association), who noted that her study contributed to a better understanding of the issues around identity construction faced by young biracial people, specifically in a race-conscious society such as South Africa.

"I identify myself as biracial and have

had my own experiences of negotiating and constructing my biracial identity as a young adult in South Africa," she said. Last year, she was chosen as an inaugural fellow of the Tuks Young Research Leader Programme (TYRLP programme), which aims to grow early career academics at the University of Pretoria, in the areas of thought leadership, team development, engagement and collaboration.

She has also obtained research funds from the university's research development programme to continue research on the topic of the identity development of children with parents from different racial backgrounds in post-apartheid South Africa (with a focus on children seven to 12 years old).

Racial identity scholarship is dominated by North American and European scholars, but Dr Carvalho-Malekane's vision is to change this by contributing to existing literature on racial identity, as well as through presenting her work at national and international conferences.

"I hope that my current and future research may provide valuable knowledge on how to plan and provide effective preventative interventions and treatment strategies for

health practitioners, in order to promote the development of culturally sensitive practice models with multiracial, and multicultural individuals and interracial families within the South African and global context."

With acknowledgement to
Mail & Guardian



Dr Wendy Carvalho-Malekane

NEW FULL-TIME Permanent academic staff appointed since JUNE 2016

Prof Linda Theron

Prof Linda Theron, who holds a doctorate in Education, is a full professor in the Department of Educational Psychology and an extraordinary professor in the Optentia Research Focus Area at the North-West University.

She is registered with the Health Professions Council of South Africa as an educational psychologist. Her research explores the resilience processes of South African young people chal-

lenged by chronic adversity and accounts for how sociocultural contexts shape these processes of resilience. She is the lead editor of *Youth Resilience and Culture: Complexities and Commonalities*, published by Springer, and an associate editor of the journal *Child Abuse and Neglect* (Elsevier).

She has received a B3 rating from the NRF, which will become effective on 1 January 2017.



Prof Linda Theron

Dr Ugorgi Ogbonnaya

Dr Ugorgi Ogbonnaya is a senior lecturer in the Department of Science, Mathematics and Technology Education. He holds an Honours degree in Mathematics and Computer Science, a Master's and Doctoral degrees in Mathematics, Science and Technology Education, with specializing in Mathematics Education.

His research interest is meaningful mathematics learning.

His research is published in accredited national and international journals and conference proceedings. He serves on the editorial and advisory boards of international journals and scientific organisation.



Dr Ugorgi Ogbonnaya

Ms Ronél de Villiers

Ms Ronél de Villiers, who was appointed as a lecturer in Music Education in the Department of Humanities Education, equips her under- and post-graduate student teachers with academic knowledge integrated with practical skills.

She teaches Music Education, methodologies, piano, keyboard skills, music theory, music history and integration of the arts. Working with her talented and motivated students, she has produced concerts and plays, and organised festival and other events.

She was the recipient of the Unisa Award for Excellence in Music Theory Teaching for the period 2012 to 2015 and last year she was among the top ten finalists nominated for The University of Pretoria's Education Innovation Award.

Her research focus is curriculum and programme design for the preparation of student teachers and she is currently working on her PhD thesis titled 'Perspectives in music education for the preparation of Foundation Phase student teachers'.



Ms Ronél de Villiers

Ms Deléne Human

Ms Deléne Human, who was born and raised in Pretoria, commenced her tertiary studies at the University of Pretoria in 2007. After completing a BA (Fine Arts) degree cum laude in 2010, she enrolled for a Postgraduate Certificate in Education (Further Education and Training) (PGCE). In 2015 she was awarded an MA (Fine Arts) degree for her research paper titled 'The fusion of horizons: Interpreting the archetype of the resurrection myth in contemporary visual art'.

She was appointed as a part-time junior lecturer in the Department of Visual Arts in 2012, and from 2012 until 2014 she also managed Gallery 2 in Johannesburg. In 2014 she was employed as a part-time lecturer in both the Sculpture Department

at the Tshwane University of Technology and the Department of Arts Education at the University of Pretoria, where she was appointed as a full-time lecturer in Art Education in the Department of Humanities Education in July 2016.

Since 2017 she has participated in various national and international art exhibitions. Her 2010 final-year exhibition titled *Consecration* marked the beginning of her professional art-making career. Her art generally deals with the theme of resurrection – life after death. Through her subject matter, and also through the use of a particular medium, technique and site, she attempts to depict how it is possible to bring back to life something that was once thought to be dead (mostly symbolically and mythological).



Ms Deléne Human

Mr Nicolaas Blom

Mr Niekie Blom is a lecturer in the Faculty's Department of Science, Mathematics and Technology Education, where he teaches Design and Technology Education and acts as the module coordinator for OPV 212. He obtained his master's degree (cum laude) for a dissertation that dealt with how learners solve design problems in the technology classroom.

He is currently enrolled for a PhD, for which he is furthering his studies in the field of the design cognition of technology learners. He has contributed chapters to teacher education textbooks on the cognitive role of teaching aids in the learning process and foundations of education.



Mr Nicolaas Blom

Dr Roy Venketsamy

Dr Roy Venketsamy is a lecturer in the Department of Early Childhood Education and is responsible for Foundation Phase Mathematics Education and BEdHons students of Early Intervention in Mathematics and Languages.

His field of expertise is Foundation Phase Education and Life Skills / Life Orientation. He was formerly employed by the Department of Basic Education, where he was responsible for developing material and training for curriculums (RNCS, NCS, CAPS) at the national, provincial, district and school levels.

In 1998, Dr Venketsamy received an award for being chosen as the top facilitator of adult education at the DeBeers Finsch Mine. In the same year, as well as in 1999, he also received an award for being the Top Provincial Adult Facilitator in the Northern Cape. Apart from the BA (Education, Psychology and History) degree that he obtained in 1991, he also completed a BEdHons (*cum laude*) in 1995 and a BAHons in Psychology in 2004 at the University of South Africa. He holds a master's degree in Educational Psychology (*cum laude*), completed in 1996, and a doctorate in Educational Psychology awarded to him by the University of Zululand.



Dr Roy Venketsamy

Ms Nontuthuzelo Mhlanga

Ms Nontuthuzelo Mhlanga is a lecturer in the Department of Education Management and Policy Studies where she is the co-ordinator for the EMS Methodologies. She started her career as a secondary school teacher specialising in Business Studies after obtaining her Secondary Teachers

Diploma in Education. She later obtained her ACE in Education, BEd Honours and Master's degrees in Education. In 2015 she began lecturing at North West University and in 2016 she came to the University of Pretoria.



Ms Nontuthuzelo Mhlanga

Dr Gerhard Genis

Dr Gerhard Genis, who holds a DLitt et Phil in English from the University of South Africa, is a lecturer in the Department of Humanities Education and teaches literacies and English for educational purposes. He is also involved in professional teacher training.

His fields of specialisation include war poetry, multi-literacies in education and e-learning. His book on South African First World War poetry is soon to be published by Unisa Press. He is married and has three young children. Reading bedtime stories has sparked his interest in children's literature and its pedagogical role in education.



Dr Gerhard Genis

Ms Susan Thuketana

Ms Susan Thuketana is a lecturer in the Department of Early Childhood Education specialising in Inclusive Education and Learning Support.

The interest emanates from serving in the School Based Support Team (SBST) and the District Based Support Team (DBST) for the implementation of Inclusive Education with the Department of Basic Education.

Her personal responsibilities in these structures were identifying curriculum challenges and coordinating support with other education professionals for children with special needs. Ms Thuketana did her Honours and Master's degrees in Augmentative and Alternative Communication (AAC) at the University of Pretoria where she is currently busy with her PhD degree.



Ms Susan Thuketana

Dr Maitumeleng Nthonto

Dr Maitumeleng Nthonto, who is a lecturer in the Department of Education Management and Policy Studies, holds master's and doctoral degrees in Education Management, Law and Policy. Her doctoral thesis dealt with strategies employed by school principals to implement a religion-in-education policy in schools.

Dr Nthonto recently completed a two-year postdoctoral fellowship programme on 'Exploring the life world orientation of adolescents in South African schools' at the University of Pretoria and

was selected for the 2016 Tuks Young Research Leader Programme. She also acts as a programme coordinator for the BEd Honours degree in Distance Education. Her research interests include human rights in education, school management and governance, policy studies and religious diversity in schools. Her fields of expertise are management and leadership in education, education policy, education law and school governance. She has published articles in peer-reviewed journals and has presented several papers at national conferences.



Dr Maitumeleng Nthonto

NEW FULL-TIME Permanent support staff appointed since JUNE 2016

Ms Balungile Hlongwa

Ms Balungile Hlongwa started working at the Faculty of Education in August 2016, as Funza Lushaka bursary scheme co-ordinator.

She acquired her vast experience in working with bursary schemes at the University of Kwazulu Natal where her task was to assist the financially and

academically deserving students with bursaries and loans.

She aims to continue with the same endeavour at the faculty of education. She is delighted to be part of the Faculty and to have an opportunity to encourage students to excel in their studies



Ms Balungile Hlongwa

Ms Motlalepula Sebotsane

Ms Motlalepula Sebotsane started her journey with the Faculty of Education in May 2012 when she worked for Distance Education as Financial Administrator. She is now permanently employed as a NSFAS Co-ordinator.

She enjoys engaging with students and encouraging them to FLY (#graduateontime) and to aim for

excellence because she believes in what Aristotle said 'We are what we repeatedly do, excellence, then, is not an act but a habit'.

Ms Sebotsane enjoys working at the Faculty and is on board with the Faculty's vision of making it the 'Faculty of Choice'.



Ms Motlalepula Sebotsane

Ms Siza Zitha

Ms Sizakele Zitha is a registered certified HR Associate, currently occupying a Senior HR Officer position in the Faculty of Education. Her interest emanated from having worked at various corporate sector environments, mining and academia, where she gained extensive experience both as a generalist and specialist.

She is versatile in the field of Human Resource Management. Ms Zitha has a Bachelor's degree, currently busy with her Management Development Programme and an Advanced Labour Law at Unisa. She will be pursuing her BA Honours in HR Management next year.



Ms Siza Zitha

Grant to enable students to develop teacher identities

A research grant to the value of R96 000 was recently obtained by colleagues in the Faculty of Education to enable the implementation of a Peer-enhanced Scholarship of Teaching and Learning Intervention during which lecturers will act as mentors to assist student teachers with the development of their teacher identities.

The intervention will focus on the process of mentoring that takes place within a nurturing relationship between the lecturers (mentors) and student teachers (mentees). In this nurturing relationship the lecturer will take on the roles of, inter alia, motivator, teacher, role model, supporter, counsellor, advisor, demonstrator, guide, change agent, companion and coach.

The design and implementation of this mentorship intervention for lecturers is not only a first for the University of Pretoria, but

it is also the first initiative of its kind in South Africa. The North-West University (NWU) currently presents a mentoring programme that focuses specifically on the mentorship role of mentor teachers. It is hoped that interested scholars from national institutions (UP, UJ, WITS, CPUT, UFS, NMMU and NWU) will form a so-called community of practice that will culminate in the formulation of a theory on mentorship and the development of teacher identity.

The members of the research team are: Dr Annelize du Plessis and Prof Ronél Ferreira from the Department of Educational Psychology, Prof William Fraser from the Department of Science, Mathematics and Technology Education, Dr LD Beukes from Teaching Practice and Dr Lizette de Jager from the Department of Humanities Education.

Retirements

Prof Johannes Slabbert

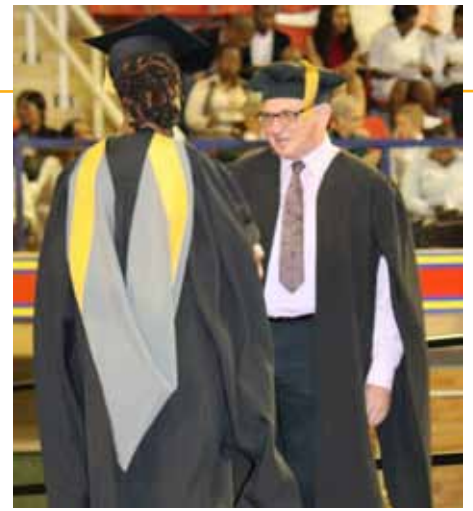
Prof Johannes Slabbert was appointed as Senior Lecturer in the Department of Curriculum Studies and later as Associate Professor in the Faculty of Education. His journey at the University of Pretoria began in 1981 when the Faculty was still at Hatfield Campus. That means he has been associated with the Faculty of Education for 35 years. He is a Professor in the Department of Humanities Education and retires at the end of December 2016.

Prof Slabbert's research together with colleagues Prof Thea de Kock and Prof Annemarie Hattingh, was published in *The brave 'new' world of education: creating a unique professionalism*.

Prof Slabbert was coordinator of the PGCE programme for which he received much recognition.

Young in spirit and energetic as always, Prof Slabbert does not want to know anything about 'retiring and resting'. "I will never stop working", he said. His career began as Biology and Science Teacher in Randburg High School in 1976, after which he was appointed as part-time Lecturer at the University of Johannesburg in 1978. He was also a Senior Lecturer at the Windhoek Teacher Training College for two years before he came to the Faculty of Education in 1981.

Prof Slabbert has published widely in peer-reviewed or refereed journals and has written numerous chapters in books. He has also delivered many keynote addresses, nationally and internationally and has made many other scholarly contributions.



Prof Johannes Slabbert: congratulating a student at the Spring Graduation Ceremony



Dr Laurel Becker and Prof Johannes Slabbert, together they have been at the Faculty of Education for 50 years!

Dr Laurel Becker

After teaching for 12 years at high schools at her private music studio and even teaching part-time at the University's nursery school in Glasgow, Scotland, Dr Laurel Becker from the Department of Humanities Education worked full-time in the Department of English at Unisa for 8 years. In 1993 she became Head of the English Department of the Onderwyskollege Pretoria, until its incorporation into the Faculty of Education in 2002.

Dr Becker served as Chair of the School of Teacher Training between 2002 and 2004 and as Head of Department between 2002 and 2009. She has been on Groenkloof Campus for more than 23 years.

To see some of her former students achieving their goals and having them to visit her when they are on campus for postgraduate classes or courses, are some of the highlights in her career, said Dr Becker.

She also loves seeing former students as teachers of stature at schools when she went to schools for teaching practice assessments. "Having the privilege of remaining a part of many students' lives over the years, as a guest at their weddings, or being invited to be a guest lecturer for the English Olympiad or adviser for speech competitions, has been very special to me", she said



Long-time colleague, Prof William Fraser from the Department of Science, Mathematics and Technology Education, presents flowers to Dr Laurel Becker at her farewell function in July

When Dr Becker was Head of Department and Chair of School, she particularly enjoyed being instrumental in making some very successful staff appointments and to enable colleagues to advance in their careers.

Her future plans involve the education, empowerment and enabling of women and girls through her 23-year involvement with the women's organisation, Soroptimist International. This involvement has taken her as far afield as Madagascar, the UK and Ireland, and later this year to Malta. As national President of Soroptimist International, she will continue to visit the nine South African clubs, participating in their community projects and future planning. "Of course my most important future plans involve my family and the lives of our six grandchildren", Dr Becker said.

FACULTY REWARDS

EIGHT TOP ACHIEVERS OF 2015

At a function held on 19 October 2016, the Dean of the Faculty of Education, Prof Chika Sehoole, the Deputy Dean, Prof Max Braun, the five Heads of Department and staff from Student Administration, Teaching Practice and Marketing and Communication honoured the eight top achievers in the BEd degree course in 2015. A total of 700 undergraduate contact students had completed this course last year.

The eight Top Achievers were:

- Tiny Maake – BEd Further Education and Training: General
- Carika Bell – Senior Phase degree
- Rosemarie Behr – BEd Further Education and Training, Natural Sciences
- Denisha Labuschagne – BEd Further Education and Training: Human Movement Studies and Sport Management
- Denise Tamagone – BEd Intermediate Phase
- Nicolé Mc Cord – BEd Teaching Practice
- Clarissa Dussé – BEd Further Education and Training: Economic and Management Sciences

At the Autumn Graduation Ceremony held in April this year, Ulrike Reinstorf had been announced the winner of the Vice-Chancellor and Principal's Award for her achievement in the BEd Early Childhood Development and Foundation Phase course. On that occasion she had received a medal and a certificate, and at this function the Faculty of Education again acknowledged her outstanding achievement.

Prof Sehoole spoke about the FLY@UP campaign that had been



Ulrike Reinstorf, receives a posy of roses from Prof Ina Joubert, Head of the Department of Early Childhood Education, while Prof Chika Sehoole, Dean, enjoys the moment

adopted by the University to help students to complete their degrees in the minimum period. FLY stands for the Finish Line is Yours. 'The purpose of this campaign,' he said, 'is to encourage students to take responsibility for their own finish lines and to #graduate on time. We choose the best students and we believe in them; therefore we believe that we can increase the percentage of students who are currently graduating in the minimum time allocated.'

I am proud to say that you, as the Top Achievers in the Faculty of Education, are proof that we are succeeding – you not only completed your degrees in the minimum period, but did so with flying colours! Please accept our sincere congratulations. If you have not done so yet, I do hope that you will also enrol for postgraduate studies.'



*Front: Dr LD Beukes, Head: Teaching Practice; Prof Max Braun, Deputy Dean; Prof Chika Sehoole, Dean and Ms Thandi Mngomenzulu, Head: Undergraduate Students
Back: Dr Agnes Mohlakwana, Department of Education Management and Policy Studies; Prof Ina Joubert, Head: Department of Early Childhood Education; Prof Jan Nieuwenhuis, Head: Department of Humanities Education; Clarissa Dussé; Prof Ronél Ferreira, Head: Department of Educational Psychology; Tiny Maake; Prof Gerrit Stols Head: Department of Science, Mathematics and Technology Education; Carika Bell; Rosemarie Behr and Ulrike Reinstorf*



Prof Chika Sehoole congratulates Denisha Labuschagne on her achievement as Top Achiever: BEd Further Education and Training: Human Movement Studies and Sport Management



Rosemarie Behr awarded by Prof Chika Sehoole as the Top Achiever in BEd Further Education and Training: Natural Sciences



Tiny Maake receives the award as Top Achiever in BEd Further Education and Training: General, from Prof Chika Sehoole



Carika Bell receives an award as Top Achiever in the Senior Phase degree from Prof Chika Sehoole



Nicolé Mc Cord awarded by Prof Chika Sehoole as Top Achiever in BEd Teaching Practice



Clarissa Dussé receives the award as Top Achiever in BEd Further Education and Training: Economic and Management Sciences from Prof Chika Sehoole



Ulrike Reinstorff also received the Vice Chancellor Award and Principal's Award at the Autumn Graduation Ceremony this year as Top Achiever in her four years of study. She was the best among 700 final year students. Here she receives the award as Top Achiever in the degree BEd Early Childhood Education and Foundation Phase



Ulrike Reinstorff

"The best years of my life"

- Ulrike Reinstorff

"We have all heard the saying: 'University is the best couple of years of your life'. University was an exciting and busy time for me. Going to University is probably one of the most extensive learning experiences in my life. During my time at University I started to discover who I am as a person and what my interests are. Being able to educate myself further has always been very important to me and thus I decided to give it my best."

"I finally had the opportunity to pursue what I have always wanted to do. My highlight was being exposed to passionate lectures, friends who shared my interest and a course load which I found interesting and exciting. For the first time I was able to really connect to the content and as a result I found myself engaged in lectures and eager start assignments. I am grateful for what I have learnt at the University of Pretoria as I feel prepared to tackle any challenges in the working environment."

DEAN welcomed to the

"It is with humility, honour and excitement that I take on the role of the Dean of the Faculty of Education. The University of Pretoria operates within a national landscape where access, success and equity, quality, relevance and broad transformation have been proven to be a challenge."

"My vision for the Faculty is located within the broader 2025 vision of the University namely: To be a leading research-intensive university in Africa, recognised internationally for its quality, relevance and impact, and also for developing people, creating knowledge and making a difference locally and globally", are the words of Prof Chika Sehoole who was officially welcome by the staff at a function in July.



Prof Max Braun, Deputy Dean welcomes Prof Chika Sehoole as Dean of the Faculty of Education



Dr Portia Kawai and Ms Kimera Moodley



Mr Franklin Lewis, Prof Johan Wassermann and Prof Everard Weber



Staff enjoying the welcoming function



Dr Sharon Mampane, Ms Nontuthuzelo Mhlangu and Dr Teresa Ogina



Ms Thandi Mngomezulu and Ms Lindiwe Simbane



Prof Pieter du Toit and Ms Zama Khumalo



Prof André du Plessis, Prof Chika Sehoole and Prof Johan Beckmann



Dr Maitumeleng Nthontho, Dr Keshni Bipath, Dr Vimbi Mhlangu, Ms Connie Makgabo and Dr Agnes Mohlakwana

FACULTY of Education



Prof Rinelle Evans and Dr Kendra Mitchell



Ms Marieta Nieman, Ms Marthie Barnard and Ms Yvonne Munro



Ms Dimakatso Mashigo and Ms Mpumi Mafajo



Ms Lindiwe Sibande, Prof Ina Joubert, Dr Ruth Aluko and Ms Lindie van der Walt



Mr Alwyn van der Walt



Prof Chika Sehoole introduces himself as Dean



Ms Rose Tibane and Ms Lerato Mokhadi



Ms Karen Roux and Ms Celeste Combrinck



Prof Max Braun and Dr Maximus Sefotho



Prof Chika Sehoole with staff and family

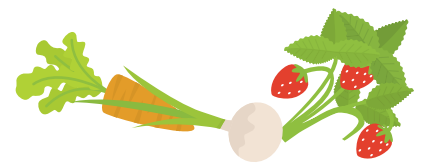


Masego Sehoole, son of Prof Chika and Dr Mammie Sehoole



Mr Josias Kganyago and Prof Chika Sehoole

Partners in **CHANGE** in **SOUTH AFRICA'S EDUCATION** system



Prof Ronél Ferreira, Head of the Department of Educational Psychology in the Faculty of Education at the University of Pretoria, uses intervention research to facilitate positive change in resource-constrained school settings and vulnerable communities. This style of research not only involves people at ground level as active participants, but also empowers them to become partners in change who eventually become the drivers of the process of change.

Prof Ferreira and her team of researchers apply participatory intervention research in a way that sensitises participants to their strengths and the available resources and allows them to identify the challenges they experience in their particular setting. Once the challenges have been established, a process is facilitated whereby the participants are encouraged to think of creative ways in which they can use their strengths and resources to address and overcome them. One of the great benefits of this style of research is that it leads to social change and upliftment, which can be sustained if participants take ownership and drive their supportive initiatives.

on how schools (teachers) could support communities in coping with the effects of HIV and AIDS by relying on the resources that are available in the school-community setting. After identifying existing challenges in the community, she assisted teacher participants in finding ways to address those challenges by initiating school-based support projects, such as growing a vegetable garden, the establishment of an HIV and Aids information centre at a school, and a support team for vulnerable community members. Parent evenings were held to inform parents about HIV and Aids and offer support by way of home visits.



Prof Ronél Ferreira, Head of the Department of Educational Psychology and coordinator of these research projects

Vegetable gardens

Having worked in the field of educational psychology since 2003, Prof Ferreira has used this style of research in all her projects, the first of which involved teachers in the Eastern Cape and focused

Prof Ferreira proudly reflected on how, after many field visits, a new and successful project has been initiated by the teachers. 'It is a great realisation among the participants that they have the power within themselves to make a difference,' she said. Following the initial participatory process and successful support projects, this group of teachers became leaders in their community.



Research projects including that of the establishment of vegetable gardens to assist people in facing their challenges in life



Learners also become involved in the growing of vegetable gardens



Something to be proud of: the vegetable gardens close to the classrooms give learners a sense of belonging and thankfulness

STAR project

In view of the success of the abovementioned intervention, Prof Ferreira (in collaboration with co-researcher and Director of the Centre for Resilience Studies, Prof Liesel Ebersöhn) took it to other parts of the country, eventually involving 74 teachers at 11 schools in the Eastern Cape, Mpumalanga and Gauteng. The project was named the Supportive Teachers, Assets and Resilience (STAR) project, and within it the particular style of research allows participants to guide the process in the desired direction. As STAR progressed, teacher participants realised that in order for the research and their work to grow to the heights they hoped for, the study would have to involve other key role players in the community, such as community volunteers. This saw the birth of the Supporting Home Environments in Beating Adversity (SHEBA) project.

SHEBA project

For this follow-up project, volunteers participated in an adapted version of the STAR intervention, facilitating a process whereby they could support the schools, teachers and communities where they work. Several school-community support projects were initiated as a result of the SHEBA intervention, such as fundraising projects that benefit teachers, parents and children, after-school care and homework projects, skills training groups for parents, and teacher and classroom support initiatives.

Based on the findings of the STAR and SHEBA projects, the need arose for a focus on the value of school-based vegetable gardens in vulnerable school-community settings. As a result Prof Ferreira, in collaboration with Prof Ebersöhn, Ms Karien Botha from the Department of Educational Psychology and Prof William Fraser from the Department of Science, Mathematics and Technology Education, are currently conducting a follow-up study on vegetable gardens and how these may support the resilience of vulnerable communities. Following a colloquium that was held in March 2016 and involved teachers from eight schools, representatives from the National Departments of Basic Education and Agriculture and NGOs, preliminary findings indicate that vegetable gardens have a positive effect. One of the participating schools has, for example, started selling produce from the school-based garden to the wider community in order to raise funds to support vulnerable children and their families, and the functioning of the school.

Some schools involve parents and volunteers in their vegetable garden projects, creating the possibility of income generation for them. In addition to fundraising initiatives, the school-based vegetable gardens also provide additional nutrition to supplement existing feeding programmes and soup kitchens at the participating schools. Apart from the team of UP researchers involved in these projects, many postgraduate students have graduated from these participatory intervention studies and have gained valuable expertise as researchers.



Part of the STAR project is to involve teachers in developing action plans to address the challenges they face



The Supporting Home Environments in Beating Adversity (SHEBA) project gives members of a vulnerable community the opportunity to express themselves

FUNDING to support visual IMPAIRMENT STUDIES

The Department of Educational Psychology obtained funding from the Department of Higher Education and Training (DHET) to the amount of R 9.952 million, to establish a centre for Visual Impairment Studies, and to develop and implement a teacher qualification during the period 2016 to 2020. The funding was obtained as part of a support grant received by the DHET from the European Union.

The project manager is Prof Ronél Ferreira, supported by Dr Maximus Sefotho. In addition, Dr Ruth Mampane from the Department of Educational Psychology, Ms Maria Ramaahlo from the Disability Unit at the university, and Prof Juan Bornman from the Centre for Augmentative and Alternative communication (CAAC) will form part of the team.

The target market for the proposed programme is current and future teachers of learners who are visually impaired or blind. In addition, elective modules on assistive devices and school management may attract the broader market of current or potential future school principals, or other stakeholders taking responsibility for the implementation of Inclusive Education policy

in South African schools. The programme will however not be limited to teachers in South Africa, as teachers and practitioners on a global level may benefit from the envisioned training.

Research will guide the development of the qualification. A participatory research approach will be followed in order to obtain baseline data on the needs and expectations of current teachers in both mainstream and specialized schools when teaching learners who are visually impaired, which will determine the content of the modules to be developed. Following the development phase, the modules will be piloted with teachers in the field, and refined where required.

The proposed programme will follow a distance education approach (blended learning) and include both contact and online components. This will enable teachers across South Africa as well as from neighbouring countries to access and benefit from further training in this specialised field. The programme will be developed and presented in collaboration with relevant stakeholders, e.g. from NGOs and community-based organisations, who hold expertise in the field of visual impairment.

ENTERPRISES@UP CONTRACT TO CONDUCT SIGN LANGUAGE TRAINING

The Department of Educational Psychology recently signed an Enterprises@UP contract with the South African Social Security Agency (SASSA) whereby 350 hearing SASSA officials from all nine provinces will be trained in South African Sign Language by the Development Institute for the Deaf and Blind. The contract amounts to R 8,4 million.

This country-wide large-scale project is led by Dr Pieter Smal (Development Institute for the Deaf and Blind), supported by Prof Ronél Ferreira (Department of Educational Psychology). The purpose is to present South African Sign Language training to SASSA officials, equipping them with Sign Language skills in order to communicate with and understand deaf people. In addition to gaining knowledge of Sign Language, practical interactive sessions with deaf people in a deaf friendly environment will enhance participants' acquisition of Sign Language. In this manner SASSA offices, which are situated across South Africa, can become social support centres for deaf people.



DHET grant to DEVELOP NEW EDUCATION programmes for lecturers

The Department of Higher Education and Training (DHET) obtained a conditional sector budget support grant from the European Union to develop capacity in universities for the education and development of Technical and Vocational Education and Training (TVET) and Community Education and Training (CET) college lecturers through formal qualification programmes.

The funds that have been received will be used to implement the DHET-led, 4-year project to develop capacity for college lecturer education at universities. The College Lecturer Education Project (CLEP) seeks to support the development of new qualifications programmes for TVET and CET college lecturers.

The agreement between the DHET and the University of Pretoria is on the development and implementation of an Advanced Diploma in Technical and Vocations Training Programme. An amount of R2, 724,190 was approved for the programme which will be presented by the Faculty of Education.



DHET grant towards Early Childhood

The Department of Early Childhood Education has approached the Department of Higher Education and Training (DHET) and the European Union (EU) with a view to obtaining a grant for developing a bachelor's degree programme in Early Childhood Education and Care (0-4 years). A R3.5 million grant was approved.

Quality programmes will be developed to equip practitioners and educators with the information and knowledge needed to ensure developmentally appropriate early experiences for children at home and in institutionalised forms of care and education. The envisaged standardised training programme will be presented over a period of three years and will result in a qualification that will enhance the professional status of educators and practitioners involved in Early Childhood Care and Education.

Early Childhood Care and Education (ECCE) is the 'new kid on the block' in the quest for school improvement. The National Developmental Plan (NDP) recognises Early Childhood Development as a priority.

Evidence of implementation of the NDP is the 'Policy on minimum requirements for programmes leading to qualifications in Higher Education for practitioners and educators in Early Childhood Care and Education'. This policy aligns qualifications for Early Childhood Care and Education (birth to 4 years). ECCE and has been developed in consultation with key role players in the field and it describes minimum standards for different types of higher education qualifications for ECCE educators in accordance with their purpose, and level. It provides clear guidelines to higher education institutions for the design of learning programmes for the professional preparation of ECCE practitioners and

educators, and describes the basic competences required of such an educator.

The policy addresses the diminished view of professionalism regarding teachers and practitioners of Early Childhood Care and Development (ECD) and this compromises high quality ECD. The changing landscape is the visibility of research, collaboration and development of high quality ECD programmes for teachers which are currently being designed, developed and implemented by Higher education institutions (HEIs) in a way that upholds children's rights and interests. The triad (research, collaboration and developing a joint curriculum for ECCE) would emancipate early childhood teachers from technical, de-professionalising constraints. Professionalism in ECD settings, therefore, should become positioned as technical standardized applications of top-down 'expert' knowledge that meets objective accountability measures for the purpose of attaining optimal developmental outcomes for children.

Dr Keshni Bipath from the Department Early Childhood Development (ECE), who is the co-ordinator of the Project as well as other staff members in the Department, will be focusing on the essential new modules for a solid foundation to be laid by emergent ECCE teachers.

Meetings have already set the pace for the next 2 years as the new qualification is envisaged to be in a pilot preparation stage by 2019. Changing the ECD landscape will create a stronger foundation for learners to thrive in their later years.

COUNSELLING YOUTH on entering employment



Welcoming Prof Lauren Lindstrom (middle) from the University of Oregon to the Department of Educational Psychology were: Ms Mpumi Mafafo, Dr Alfred du Plessis, Dr Ruth Mampane, Prof Ronél Ferreira, Head, Dr Maximus Sefotho; Ms Liesl Stieger, Ms Safia Mohamed and at the back: Prof Salomé Human-Vogel, Dr Anna-Barbara du Plessis and Ms Mardeleen Ford

In September this year, the Department of Educational Psychology hosted Prof Lauren Lindstrom of the University of Oregon in the USA. Prof Lindstrom's visit was a labour of love. She had agreed to assist the TuksRes Postgraduate Research Club (TPRC), which was launched on 17 September 2016, as a keynote speaker and to act as a judge to select the best research presentation of the day.

Prof Lindstrom's visit culminated in a workshop that was co-facilitated by Dr Maximus M Sefotho from the Department of Educational Psychology and was attended by counsellors representing different practitioners from across South Africa, as well as student representatives from different cohorts of the Supportive Learning Environments – OPV 222. The theme of the workshop was 'Counselling youth on entering employment' and

the focus was mainly on youth with disabilities who generally experience enormous problems when trying to enter the labour market.

Afterwards Prof Lindstrom visited the Diepsloot Arsenal Development (DAD) project led by Mr Ngoako Ramoselana, who has been collaborating with the Department of Educational Psychology to promote learning support at the community level. She also visited the Albertina Sisulu Centre for learners with intellectual disabilities in Soweto, where she provided training on 'The role of an individualised education programme in terms of the transition of learners protected within the school environment' to more than 50 teachers. The workshop was very well attended and the teachers requested follow-up training.

Why do we need METHODOLOGIES WORKSHOPS?

Dr Lizette de Jager, Department of Humanities Education

A core aspect of teaching in the Faculty of Education is the promotion of students' critical thinking and learning, and the development of competence to enable them to participate actively and productively in their communities and their future careers. We therefore model our teaching on the idea of 'holism', as proposed by Miller (1997), which focuses on developing mind, body, soul and spirit; adopting 'growth of consciousness' in learning (Grant & Jones, 1987); acknowledging the importance of knowledge, but also the importance of developing a sense of responsibility, interpersonal ability, work ethic and self-discipline. It also focuses on qualities of personal insight and understanding (enduring understanding as promoted by Wiggins & McTighe, 2005) and, finally, on how skills are acquired, rather than on which skills are acquired. The Faculty therefore requires students to produce the following three things for assessment purposes (applicable to all subject disciplines):

- Learning product (solutions to problems)
- Learning process (the problem-solving process)
- Content (what they have learnt)

The Faculty's methodology workshops focus on the above and on improving the quality of teacher education. Through the workshops I provide information on access to resources across all phases and disciplines, including curriculum documents and

guides, lesson plans, professional videos, textbooks, sample evaluation tools and periodic publications. As convenor of the Faculty's methodologies, I hold meetings with all newly appointed staff who will be involved in teaching methodologies and/or conducting school visits for teaching practice. Although my role is mainly supportive and developmental, it includes quality control.

Part of my obligation as methodologies coordinator is to ensure that lecturers prepare student teachers to become reflective teachers with their own philosophy of teaching. Furthermore, in addition to theoretical and practical content and pedagogical knowledge, student teachers should acquire curriculum knowledge through modules in the programme and school-based practical learning. Since lecturers are expected to have the pedagogical disposition required to create environments that enhance and encourage learning, adequate knowledge generation in the various disciplines is critical.



Dr Lizette de Jager

Useful guide makes a big difference

Using the experience gained during five years of biannual Faculty workshops, Dr Lizette de Jager from the Department of Humanities Education has compiled a guide for the 'conceptualisation and implementation of the methodologies modules' for both the BEd and PGCE programmes.

This guide, published in the form of a booklet, describes the minimum content in terms of outcomes for the methodology modules, based on the competencies of beginner teachers (MRTEQ 2011) and the attributes of University of Pretoria graduates, and the philosophical underpinning for the teaching of methodologies, which includes social constructivism, backward design, inquiry-based learning and blended learning. It also contains guidelines for instructional design, micro teaching and assessment, as well as the required Faculty forms for lesson planning and assessment for each year for the purposes of teaching practice.

Prof Theron looks at PSYCHOSOCIAL resilience

Prof Linda Theron, from the Department of Educational Psychology, was an invited speaker at the first international colloquium held by the Afromontane Research Unit (ARU) at the QwaQwa Campus of the University of the Free State.

The ARU focuses on three aspects of the AfroMontane, namely sustaining its biodiversity, living and doing business, and enabling sustainable futures for its people. Since human resilience is central to ensuring sustainable futures, Prof Theron was invited to address the colloquium on the psychosocial resilience processes of Basotho youth. Her work in the Pathways to Resilience Study (2009-2015) had included sites in QwaQwa and had therefore allowed her to learn about life and resilience in the low hills of the Afromontane, and how best to promote resilience in ways that are relevant to its inhabitants.



Other invited speakers included Dr Ralph Clark (Rhodes University), Dr Terry Everson (UKZN), Prof Stefan Grab (WITS), Dr Greg Greenwood (MRI, Switzerland), Prof Pholoho Morojele (UKZN), Dr Henri Rueff (University of Basel, Switzerland), Dr Reetu Sogani (Senior Development Practitioner, India), Prof Coleen Vogel (WITS) and Dr Jianchu Xu (Chinese Academy of Sciences, China). This meeting promised exciting new transdisciplinary networks for resilience-focused researchers at UP.

Prof Linda Theron - learning how young people in the Afromontane explain resilience

'Success for All' brings hope to schools

'Success for All' (SFA) is a British group of people who has the goal to improve learning conditions for learners in many South African schools. Dr Surette van Staden and Dr Maryke Mihai, from the Department of Science, Mathematics and Technology Education are involved in the project. They recently received Dr Susan Burton who is a Implementation Partner of 'Success for All' in Peterborough in the UK.

Dr Van Staden and Dr Mihai accompanied Dr Burton to the Zamintuthuko Primary School in Mamelodi to see what the needs and conditions at the school are. Although Dr Burton was impressed by the will to modernise schooling, the challenges presented by years of the lack of investment, classes of 40 or more students, no school inspection system whatever, no standardised testing and a very strong teacher's union, makes the circumstance difficult, she said.

Dr Van Staden, who is project leader, is determined to do her best to implement SFA and to prove that it will work in the African context. "The teachers at Zaminthuko were very open to new ideas and keen to make it work for their children" said Dr Burton.



Dr Maryke Mihai (left front) and Dr Surette van Staden, third from the left, is seen here with Dr Susan Burton from the UK and the many staff members at Zamintuthuko Primary School, who will be involved in the 'Success for All' programme

Spotlight on Unit for Distance Education

The Unit for Distance Education was established in 2002, to manage the distance education programmes in the Faculty of Education.

Over 30,000 students have graduated through distance education programmes since inception. The Unit currently supports 7 183 students in two programmes: 6 796 in the internet-supported BEd Hons Education Management Law and Policy and 383 in the new internet-dependent BEd Hons in Teacher Education and Professional Development.

The distance education rests on three key legs

- The curriculum is designed, developed and quality-assured by the full-time academics in the Faculty of Education
- A dedicated team of support staff manages all distance education enquiries and processes, including the call centre and the processing of assignments
- The Unit for Distance Education then provides strategic direction with regard to distance provision, manages the distance budget – including contracting and paying the part-time support staff – reconfigures the academic programme and materials for distance provision and manages relationships with the various partners involved in ensuring provision of a supportive quality service.

The core functions

The strategic planning and management (business plan development and management as well as engagement with the wider ODeL community); financial management for distance provision; contract management; contact session management; quality assurance management; examination management; academic support; research activities.

The Unit works in collaboration with Student Administration: Distance Education whose purpose is to deliver high-quality administrative support throughout the academic life of distance education students. It plays an instrumental role in supporting distance education students to complete their studies successfully.

The core functions of this sub-unit are

Managing the registration process of distance education students; dispatch management; assignment administration; contact session administration; examination administration; enquiry management; call centre operation; communication with students; data management and electronic systems administration human resource development.

The Unit has developed an extremely flexible open and distance learning model, which seeks to make provision for the challenges experienced by distance education students. For instance, students can enrol at any time during the year and structure their studies to suit their personal circumstances. It has also established contact sessions that take place in several times a year in up to 15 venues across the country.

It has developed a support structure of service providers to assist the Unit with marketing and venue management as well as to assist academics in the

preparation of online and printed course materials, presentation of classes, marking scripts and other academic activities. This student-focused delivery model, accompanied by quality learning materials and comprehensive learning support, has contributed to a very low dropout rate of less than 4%, and a throughput rate of 66% in the former Advanced Certificate in Education programmes and 50-60% in the BEd Hons Education Management, Law and Policy. These success rates are much higher than both national and international norms for distance learning provision.

In addition to managing the provision of distance learning, members of the Unit are actively engaged with the wider distance education community through the following means:

Two members of the Unit are long-standing members of the Executive of the National Association for Distance Education and Open Learning in South Africa.

The Unit manages the finances of the regional Distance Education Association of Southern Africa (DEASA) and supports the association's activities more widely.

The Unit and/or individual members, also work from time-to-time with international bodies such as the South African Institute for Distance Education (SAID) and, currently, its OER Africa project; the African Council on Distance Education (ACDE); the Teacher Education Sub-Saharan Africa (TESSA) initiative of the UKOU; the International Council on Open Learning and Distance Education (ICDE) and the Commonwealth of Learning (CoL). For example, earlier this year, the Unit helped CoL plan and host a pan-African workshop on Learner Support in distance learning as well as its 2017 Excellence in Distance Education Awards process.

Further supporting the University's internationalisation strategy, the Unit leads the bi-annual Distance Education and Teacher's Training Association (DETA) conference, which draws participants from all over Africa as well as more widely. The 2017 conference will be co-hosted with the University of Rwanda College of Education. The DETA conference also stimulated the launch of the African Deans of Education Forum (ADEF), which is now an UNESCO-recognised consultative body. The Unit continues to support the former Dean with activities of ADEF.

The Unit is increasingly involved in research and publication related to its distance learning practices and experiences.



With Mr Tony Mays, Manager of the Unit for Distance Education is in the front: Ms Mamello Matima (Departmental Administrator) and at the back Mr Hendri Kruger, Dr Ruth Aluko, Mr Willem Cronjé and Ms Lerato Mokhadi

Living Lab for Innovative TEACHING RESEARCH UNIT a necessity on campus

The Living Lab for Innovative Teaching Research (LLITUP) Unit is a collaborative and interdisciplinary technology research and teacher-development workspace for exploring the potential offered by different technologies (both hardware and software) for teaching and learning. It provides workspace for teachers, lecturers and trainers and is aligned with blended learning principles, as promoted by the University of Pretoria and the different Departments of Education and Training. Dr Ronel Callaghan is the Manager of the Unit, which was established in 2014.

LLITUP is a research unit in the Faculty of Education's Department of Science, Mathematics and Technology Education (SMTE). The Living Lab research paradigm focuses on collaborative and interdisciplinary research into solutions for challenges in the teaching community, in partnership with other stakeholders, such as different sections in the University (other faculties, the Department of Education Innovation, the Library, the Department of Research and Innovation Support, Enterprises at UP, Information Technology Services, the Departments of Education, industry and private companies, the CSIR, the NRF, and other universities.

Research opportunities within the LLITUP research unit manifest in or, stem from projects, training, networking opportunities, communities of practice and different support opportunities for stakeholders.

The Department of SMTE identified two venues in the Natural Sciences Building on the Groenkloof Campus where a variety of information and communication technologies can be made available to researchers and other stakeholders. These technologies, including hardware and software, can be tested, reviewed and piloted for usability and application possibilities in the educational environment (basic education, higher education and the training environment).

A smaller, dedicated and secure venue is available for smaller groups, as well as for the storage of technologies. This space can be used by individuals or smaller groups working with the different types of hardware and software. A larger venue, a biology laboratory that can accommodate approximately 40 people, is available on ad hoc basis and can be used for larger-scale collaborations, training sessions, demonstrations, pilots and trials of technologies.

Dr Ronel Callaghan, Manager of the LLITUP Unit

Both venues will eventually be equipped with WiFi, network points and a sufficient number of plugs. The venues are on the same level as the staff room and adequate rest rooms are available.

The following examples of technology are envisaged: interactive whiteboards, mobile devices (tablets and smart phones), a 3D printer, technology to support virtual reality and augmented reality, sound-capturing equipment and video/photo-capturing equipment. Software includes a variety of mobile applications, e-learning development suites, research software for data analysis, etc.

The Manager of LLITUP will oversee activities at the Unit. The SMTE Department will procure most of the technologies for permanent availability. A laboratory assistant will manage the scheduling of the use of both the venues and the equipment. A website will keep track of reviews of the technologies, which will be available in the open environment for easy access by all stakeholders and other interested parties.

LLITUP projects

Collaboratorium establishment: The purpose of the Collaboratorium is to provide a physical space where educational researchers (lecturers, teachers, post-graduate students, industry) can experiment with different technologies, and investigate application possibilities in their own environments. Example technologies include different types of interactive whiteboards, mobile devices, virtual reality gear, printers – including a 3D printer, visualizers, and more.

Device-specific research: Some of the devices in the Collaboratorium are provided by industry with the purpose that researchers investigate the application possibilities of the devices for teaching and learning in different environments.

Mobile Applications: Sourcing, evaluating and application of mobile

applications in Basic Education, all school phases, for a variety of subjects.

Teaching and learning: The research results feed into the under-graduate as well as CIE (Computer Integrated Education) Honours, Med and PhD qualifications, to ensure that our teaching and learning stays up to date with the development of new technologies.

e-Learning for the 21st Century Facilitator: The Enterprises course introduces participants to the use of mobile and other devices in various educational settings. It is adapted according to participants' environment (Higher Education, Basic Education, Industry); as well as access (face-to-face; fully online; blended). This course is also continuously adapted based on research results.

Researchers HONoured at INDABA

The Faculty is very proud of their postgraduate students and their outstanding research outputs. In hosting our annual prestigious Research Indaba we are establishing a platform to 'show-case' initial, ongoing and completed postgraduate student research for broader public comment and engagement. We are hereby building towards a world-class research intensive faculty. The Research Indaba further aims to build a strong sense of community among postgraduate students and to bring them in contact with leading national researchers. The development of data science and digital technologies and the development of collaborative research in the Education area is of the highest importance for the faculty.

This year the Research Indaba theme of 'Doing research in Education that makes a difference' once again aimed to motivate and inspire new and also established researchers. The Indaba took place in October and was exceptionally well attended.

Every presentation from a postgraduate student showed why the Faculty of Education is making a positive difference in the field of teaching and learning. The quality of the abstracts and presentations were outstanding.

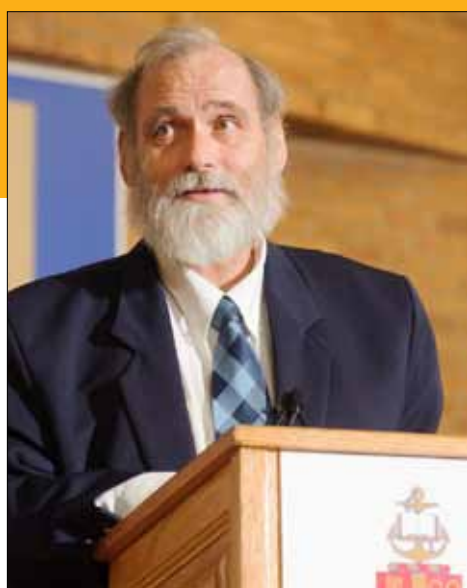
Prof Max Braun, Deputy Dean of the Faculty of Education opened the Research Indaba and Dr Nouracham Niam, who is a postdoctoral student in the Department of Education Management and Policy Studies, presented a thought provoking paper on 'The institutionalization of Arabic-French bilingual education in the Republic of Chad'.

Book voucher generously sponsored by Bookmark for one exceptional MEd completed study:

Charlotte Modzuka ('Annual National Assessment Grade 6 mathematics instrument within Rasch assessment and measurement framework')

The winners of each category for the 2016 Research Indaba were:

- MEd (Novice research) - Nangamso Mtsatse ('Exploring Differential Item Functioning on reading achievement between English and isiXhosa language subgroups: Providing evidence of item bias')
- MEd (Completed research) - Ernest Mazibe ('Exploring Physical Science teachers' pedagogical content knowledge about graphs of motion')
- PhD (Novice research) Mari van Wyk - ('Listening to the student voice to improve veterinary educational software')
- PhD (Research in progress) - Fatimah Tijani ('Exploring education college students' program comprehension skills from visual to procedural programming')
- PhD (Completed research) - Faculty prize and Bookmark voucher - Fru Akuma ('Professional development framework for supporting inquiry-based practical work in resource constrained Physical Science classrooms')
- Best presentation - Eric Eberlein ('Education leadership learning: The experiences and perceptions of master students')
- Most methodologically innovative study - Alfred du Plessis ('Total knee replacement patient's experiences of a brief hope-based in-hospital intervention')
- Book vouchers generously sponsored by Bookmark for three exceptional PhD completed study:
 - Monica van Niekerk ('Relational requirements for attachment and the well-being of adolescents in the family')
 - Yolandi Woest (Bayakhuluma Kaniingi: ('The influence of own teachers on the professional identity of beginner teachers'))
 - Henrietta Mohlabi-Tlaka ('Subject specialisation and pedagogical content knowledge standards in South African public schools')



Prof Max Braun, Deputy Dean, opened the Research Indaba



Dr Niam Nouracham, Postgraduate Fellow with other postgraduate students



Prof Laura Mc Closkey and Dr Kendra Mitchell, both Postgraduate Fellows



Undergraduate students attending the Research Indaba



Interactive discussions among lecturers and postgraduate students during a short break

WINNERS



Nangamo Mtsatse congratulated by Dr Michelle Finestone



Ernest Mazibe received an award from Dr Michelle Finestone



Mari van Wyk awarded by Dr Michelle Finestone



Fatimah Tijani with Dr Michelle Finestone to receive an award



Fru Akuma awarded by Dr Michelle Finestone



Staff member, Eric Eberlein awarded by Dr Michelle Finestone



Staff member Alfred du Plessis receives an award by Dr Michelle Finestone



Book voucher to Monica van Nierkerk from Dr Michelle Finestone and Innocentia Nyatse from Bookmark



Staff member, Yolandi Woest also received a book voucher from Dr Michelle Finestone and Innocentia Nyatse from Bookmark



Henrietta Mohlabi-Tlaka awarded by Innocentia Nyatse of Bookmark and Dr Michelle Finestone



Charlotte Modzuka awarded a book voucher from Innocentia Nyatse and Dr Michelle Finestone



Winners of the shields and book vouchers were: Front: Fru Akuma, Fatimah Tijani, Mari van Wyk, Ernest Mabize, Nangamo Mtsatse Back: Alfred du Plessis, Eric Eberlein, Monica van Nierkerk, Yolandi Woest, Charlotte Modzuka and Henrietta Mohlabi-Tlaka

DEAN steps down as Chair of ANIE

In October 2016, the Dean of the Faculty of Education, Prof Chika Sehoole, attended the 7th Annual Conference of the African Network for Internationalisation of Education (ANIE) that was held in Accra, Ghana, in collaboration with the Association of African Universities (AAU) and the University of Professional Studies.

ANIE, which is based at Moi University in Kenya, is a research and advocacy organisation aimed at promoting the international dimension of higher education in Africa. This is done through capacity building workshops, basic and commissioned research and hosting annual conferences which are used for dissemination of research findings and exchange of ideas.

This year's conference theme focused on the role of partnerships in knowledge generation and sustainable development. Partnerships are an inherent feature of universities; they are critical drivers for enhancing the realization of institutional goals and impact on society. They support research capacity building and knowledge production, innovation, postgraduate education, infrastructure development, teaching and learning, graduate employment, and industry competitiveness and growth. They are an important strategy through which universities are able to propel the social, scientific and economic advancement of society.

The keynote speakers of the conference were Prof Reitumtse Obakeng Mabokela, a provost at the University of Illinois at Urbana Champaign, and Dr Jane Knight of the University of Toronto, Canada. In her input, Prof Mabokela shared insights



Prof Chika Sehoole with Prof Reitumtse Obakeng Mabokela from the University of Illinois

on how partnerships can contribute to mutual benefit among collaborating institutions, emphasising the need for clear guidelines and expectations to be outlined at the outset of the agreement. Dr Knight provided an overview of the status of transnational education and issues that impact on this sector. Her presentation highlighted how transnational education continues to grow albeit in new forms with new issues emerging that need some attention.

Conferences are an important forum through which ANIE achieves its goal of creating opportunities for African scholars to deliberate on issues concerning the international dimension of higher education they find expression in African universities and how they impact on them as scholars and their respective universities.

Dean steps down as Chair

This conference was important for the Dean as he stepped down as the Chairperson of ANIE following his serving the organisation in this capacity for a period of four years between 2012 and 2016.

Most significantly, there was an agreement struck between the ANIE Board and the Dean to collaborate in the Faculty of Education's PhD programme that is aimed at recruiting African students who want to pursue their studies at the University of Pretoria.

ANIE will assist in identifying and recruiting prospective students, together with mentors, who will partner with UP academics in supervising these students. As a Faculty we are looking forward to this collaboration and seeing it coming to fruition as part of capacity building on the continent. Prof Sehoole also had an opportunity of catching up with his current and former students from other African countries who attended the conference.



Prof Chika Sehoole seen here with from left Dr Afrael Sarakikya, Prof Sehoole's former student and now Lecturer at the University of Dar Es Salaam, Tanzania; Dr Jane Knight from the University of Toronto in Canada; Ms Olaide Agneniga, a current Master's student from Nigeria and Mr Alfred Kiiza, current doctoral student based at the Ugandan Management Institute

New learning technologies in Spain

In June this year, Dr Maryke Mihai from the Department of Science, Mathematics and Technology Education presented a paper on 'New Learning Technologies' (EDULEARN10-14) at the 8th International Conference on Education at the Palau de Congressos de Catalunya, which was held in Barcelona, Spain. The conference brought together more than 700 delegates from 80 countries and was attended by academics, researchers, educators, technologists and technical staff, which included a large number of South Africans. Dr Mihai and Prof Billy Fraser represented the University of Pretoria.

According to Dr Mihai, it was difficult to decide which sessions to attend, as nine parallel sessions were running simultaneously, which demonstrated the extraordinary organisation of this conference. The conference proceedings of EDULEARN10-14 are already indexed in the ISI Conference Proceedings Citation Index.

While in Spain, and with UP's new BEd Distance Education honours programme in mind, Prof Mihai held discussions with the Vice-Rector of the National University of Distance Education in Madrid (UNED). UNED, which was established 44 years ago and currently has more than 240 000 registered students, has centres not only in Spain, but across Europe and also in the USA, Latin America, Argentina and Chile. This distance university targets mostly mature students between the ages of 30 and 70 years and offers exactly the same qualifications as other Spanish universities. The tutors are mostly professors in their subject fields. Unlike the situation in Africa, tutors and students do not encounter any Wi-Fi or bandwidth problems.



Dr Maryke Mihai

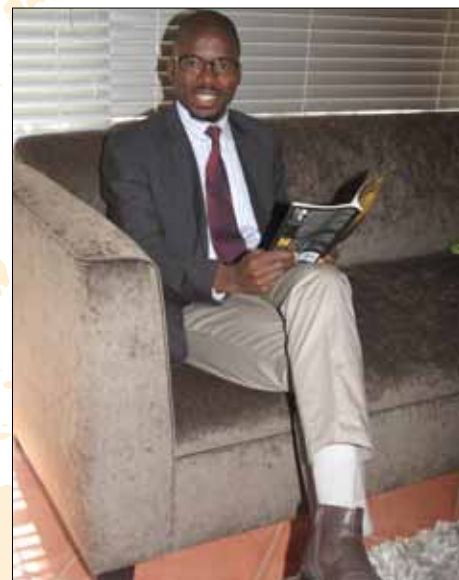
Academic learns more about higher education policy and quality assurance in the USA

Earlier this year, Dr Samuel Adeyemo from the Department of Education Management and Policy Studies spent time as a visiting scholar at the Indiana University at Bloomington in the USA, where he participated in research activities with other professors and researchers in the field of higher education policy and quality assurance. Prof Alex McCormick, Director of the National Student Engagement Survey in the United States, was Dr Adeyemo's academic host.

While he was in Bloomington, Dr Adeyemo finalised an article on academic mobility, which has since been published in the Journal of Higher Education in Africa. He also participated in a workshop on 'China, Russia, and the World: Focus on Africa', organised by Indiana University. During his stay he interviewed leading scholars in the field of higher education in order to improve the manuscript of his book on higher education in the Philippines. This book, which is currently being considered for publication by SENSE Publishers, contains a collection of published articles and reviews, deals with existing policies and the implementation of quality assurance systems, and compares the quality of educational outcomes in the Philippines with those in other ASEAN (Association of Southeast Asian Nations) countries, such as Cambodia, Indonesia, Malaysia, Thailand and Vietnam.

Dr Adeyemo was invited to contribute a chapter to the Research Handbook on Quality, Performance and Accountability in Higher Education compiled by Prof Ellen Hazelkorn, Policy Advisor to the Higher Education Authority in Ireland, Prof Hamish Coate from the University of Melbourne and Prof Alex McCormick of Indiana University. The Research Handbook, which is part of a series produced by Edward Elgar, will be an essential and comprehensive referencing tool that brings together the most up-to-date research and thinking on the issues mentioned in its title. The 20 other contributors included prominent world scholars in the field of quality assurance in higher education, such as Lee Harvey, NV Varghese and Jeroen Huisman.

'The visit provided me an opportunity to learn more about higher education in the United States and to interact with leading academics in my field,' Dr Adeyemo said.



Dr Samuel Adeyemo

Academics benefit from **MATHEMATICS** Conference in Germany

Prof Gerrit Stols, Head of the Department of Science, Mathematics and Technology Education, and his colleagues Drs Sonja van Putten and Hanlie Botha, presented a paper on 'The culturally enriched Mathematics class' at a conference held at the Hamburg University in Germany. Prof Stols also attended a workshop on GeoGebra. Their ultimate goal was to enrich their practices as teachers of mathematics by being informed of the latest research on mathematics education.



Prof Gerrit Stols, Head of the Department of Science, Mathematics and Technology Education with Dr Sonja van Putten (centre) and Dr Hanlie Botha

This conference was possibly the largest ever international congress on mathematics education, with 3 486 registered delegates and an additional 250 German teachers. The plenary lectures, panel debates and surveys offered an overview of the latest developments in mathematics education worldwide and provided participants with insights into major current and future trends in this field.

A special feature of the Congress was the mathematics exhibition, which included many mathematical objects and hands-on materials for use during activities in the mathematics class. Among the objects on display were mirrors that produce optical illusions and challenging puzzles, such as versatile giant soap puzzles, which demonstrated that mathematics can be extremely enjoyable. The exhibition was accompanied by lectures presented by renowned experts in mathematics and mathematics education.

Following the presentation of the papers for each session, all the delegates were invited to actively participate in the topic study groups. During these discussions, mathematics educators from all over the world shared their experiences, opinions and advice.

Mathematician strengthens ties with Germany and Hungary

Johann Engelbrecht, a professor of mathematics education in the Department of Science, Mathematics and Technology Education, recently returned from Germany and Hungary where he was part of a blended learning survey team. Based on their findings, the team compiled an article that was published in the well-known journal ZDM Mathematics Education.



Johann Engelbrecht

Prof Engelbrecht also attended the Psychology in Mathematics Education (PME) conference in Szeged, Hungary, where he made a presentation and put forward a proposal to the international committee of PME to request his appointment as Conference Leader for the PME Conference scheduled to take place on the Groenkloof Campus of the University of Pretoria in 2019.

Inclusion to **EDUCATE**

Ms Michelle Mitchell, who was born in South Africa but migrated to Ireland more than 20 years ago, was hosted by the Department of Educational Psychology earlier this year and shared her story with us. In addition



Ms Michelle Mitchell and Dr Maximus Sefotho

to having had to overcome her own disability, she experienced a plethora of frustrations while trying to obtain the best possible education for her disabled son. To assist others who were facing similar predicaments, she subsequently founded the organisation 'inclusion2educate'.

At the time of her visit, Ms Mitchell was pursuing a master's degree. While in South Africa, she presented a paper in Durban. The message underlying her story is about resilience in the pursuit of inclusion.

Academic presents paper at conference in DUBLIN

Dr Keshni Bipath represented the Department of Early Childhood Education at the 26th European Early Childhood Education Research Association's (EECERA) Annual Conference, which was held in Dublin, Ireland in September. The theme of the conference was 'Happiness, relationships, emotion and deep-level learning' and presentations focused on recent developments and data concerning quality in ECE and how it can be improved throughout the world.

EECERA's Annual Conference is the largest early childhood research conference in Europe and provides an exceptional forum and network for scholars, policymakers, researchers and practitioners. It also encourages and supports cross-national collaborations and themed publications through its Special Interest Groups (SIGs). Through its annual Conference, its journal and its SIGs, as well as the many activities of its community of members, EECERA has become a leading international contributor to the development of research, policy and practice in the field of early childhood.

In view of the new BEd (ECCE) programme for teachers who teach children from birth to 4 years of age, which will be introduced in South Africa in 2019, the conference provided valuable insight into the models and framework for a quality BEd programme for teachers of young children. New utopias for children's learning and wellbeing in contemporary education policy were widely discussed during this conference. According to the Finnish educationalist Pasi Sahlberg, many countries are adopting similar policies on learning, teaching, assessment and governance. He identified the following five features that are common to these policies aimed at standardising the educational experience:

- a focus on a narrow set of subjects (usually connected to literacy and numeracy);
- a low-risk approach to learning;

- the use of test-based accountability;
- the use of corporate models for the management of schools and other educational settings; and

Sahlberg referred to this set of policies as the Global Education Reform Movement (GERM) and mentioned that early childhood education has not been 'immune' to this movement. The vision of the adult and the child that underpins GERM, and the vision of the relationship between the adult and the child and the child and her/his community and society suggest a future for early childhood education that is, at best, challenging, and at its most extreme dystopian.

One of the keynote speakers, Alison Gopnik, said that caring for children means creating a rich, safe, stable, reliable world in which children can thrive. However, children are designed by evolution to be messy, variable and unpredictable, flexible, playful and imaginative, and very different from both their parents and each other. This variability, flexibility and unpredictability in childhood make it possible for human beings to be innovative and creative, and to survive in an unpredictable world. Even if we were able to shape our children's lives, it would be self-defeating. Caring for children is more like gardening than like carpentry!

Since South Africa has caught the 'GERM' and plans to implement the new programme in 2019, this conference was enjoyed immensely and the abstracts of all the presentations were shared with the staff of our ECE Department.



Dr Keshni Bipath

Discussions on MATHEMATICAL STATISTICS

Dr Marien Graham, who completed her PhD studies in Mathematical Statistics at the University of Pretoria in 2013 and joined the Department of Science, Mathematics and Technology Education in April 2016, recently attended two overseas workshops.

In May, she attended a workshop titled 'Using TIMSS and PISA data for Secondary Analysis', which was presented by the IERI Academy at the IEA Data Processing and Research Centre in Hamburg, Germany.

Two months later, in July, she travelled to Australia to attend another workshop, titled 'Applied Structural Equation Modelling Using AMOS', presented at the University of Queensland in Brisbane by the ACSPRI Australian Consortium for Social and Political Research.

Following her visit to Australia, she paid a brief visit to the Department of Statistics at the University of Auckland, New Zealand, where she had valuable discussions with the Statistics Education leader, Prof Chris Wild.

Dr Graham expressed her gratitude for having been given the opportunity to attend the two international workshops and visiting Prof Wild, and said: 'Every opportunity to interact with and talk to others in our field can lead to future opportunities. It was an enriching experience that created pleasurable memories.'



Dr Marien Graham

Prof Johan Wassermann is INTERNATIONALLY RENOWNED

During September this year, Prof Johan Wassermann from the Department of Humanities Education, presented papers at two international conferences held on the Iberian Peninsula.

The first of these was the History Educators' International Research Network (Heirnet) Conference hosted by the Faculty of Education of the University of Murcia in Spain. The conference theme was 'History Education in a changing world: The past as a tool for the future', and Prof Wassermann presented a paper on 'Public discourses on history as a statutory, compulsory subject up to Grade 12 – the South African experience, 2015–2016'.

At this conference, Prof Wassermann was reappointed to the Editorial Board of the International Journal of Historical Learning, Teaching and Research. The UNESCO publication Oral history education: Dialogue with the past, which contains a chapter co-authored by Prof Wassermann and entitled 'Violence and History teaching – the personal story of a South African History teacher', was also launched on this occasion.

The second conference he attended was hosted by the International Research Association for History and Social Sciences Education (IRASSHE) and was held in Portugal, at the University do Minho in Braga. Prof Wassermann was one of the founding members of the Association and currently serves on its Scientific Committee. The conference theme was 'Time and Space in History and Social Sciences Education', and the paper he presented was titled 'This is what really happened - first-year university students' version of the history of South Africa'. At the same conference he was reappointed to the editorial board of the International Journal for History and Social Sciences Education.



Prof Johan Wassermann

Faculty strengthens international collaboration



Dr Felice Levine, Executive Director of the American Education Research Association and President of the World Research Association (left) seen here with Prof Chika Sehoole, Dean; Dr David Osher, Vice President and Institute Fellow of the American Institutes for Research and Prof Liesel Ebersöhn, Director of the Centre for the Study of Resilience.

Dr Levine and Dr Osher are both long-time research capacity development friends of the Faculty of Education. In September they visited the Centre as part of the 'School as Enabling Systems' initiative. They facilitated a two-day dialogue with academics of seven universities

Academic recognized for content of her presentation

Dr Lizette de Jager from the Department of Humanities Education attended 8th International Conference of Education, Research and Innovation held in Seville, Spain.

She did an oral presentation entitled Using technology to create interactive lessons in the English classroom. Her paper was published in the refereed conference proceedings and can be viewed at <http://library.iated.org/view/DEJAGER2015USI>. Following Dr De Jager's presentation, she was contacted by the project manager, Ms Sabrina Unkelbach, for I-LINC - the European Platform for ICT (for) Learning and Inclusion for youth employability and entrepreneurship (www.i-linc.eu) who said her project was found very relevant. Ms Unkelbach requested Dr De Jager to kindly contribute articles, PowerPoint presentations, videos or other documents about the project.



Dr Lizette de Jager

OVERCOMING ISOLATION and deepening social connectedness

Dr Maximus Sefotho from the Department of Educational Psychology represented the Centre for the Study of Resilience at a symposium held in Montreal-Canada from 25 to 28 October 2016. The theme of the symposium was 'Overcoming isolation and deepening social connectedness' and it took the form of a peer learning event, with each participant attending as both a learner and a teacher. Participants included community members, leading experts, policymakers and eminent thought leaders who collaborated to design strategies for achieving social connectedness.

As his main contribution to the symposium, Dr Sefotho shared the results of the Imbeleko Report, which had been commissioned by the Nelson Mandela Children's Fund in order to be informed by Indigenous Knowledge Systems about the care and support of children within our communities. Dr Sefotho was also interested in observing how disability issues feature in social connectedness. Since disability was mainstreamed in this event, participants in the Paralympic Games were invited to share their stories of resilience.

The social connectedness discourse is an on-going dialogue through which we hope to continue to share African stories about overcoming isolation and deepening social connectedness.



Dr Maximus Sefotho

Young children's experiences of VIOLENCE in the spotlight

At the International Conference on Preventing Violence, which focused on violence-prevention initiatives around the globe and was held in Cape Town in September, Dr Miemsie Steyn and Ms Melanie Moen from the Department of Early Childhood Education presented a paper titled 'Young children's experiences of violence – Baby steps to a safer South Africa'.

It is widely accepted that schools are microcosms of the broader communities in which they are located. For this reason, the social ills that are prevalent in communities are known to permeate the school environments to various degrees. According to the Global Peace Index of the Institute for Economics and Peace, South Africa is the eighth most violent country in the world, while in a report on violent incidents at schools South Africa is ranked second in the world. When considering that one of the most important conditions for optimal child development is the establishment of an enabling environment, it becomes imperative to explore the social and emotional experiences of children at schools.

The presentation was based on drawings and descriptions provided by 224 South African children between the ages of six and nine years. Children from diverse urban schools were asked to draw pictures of experiences that made them feel sad, and a significant number drew pictures depicting physical and verbal bullying, mostly at the hands of other children. Incidents of verbal and physical abuse by friends and family were also depicted. This study was conducted as part of a larger research project within the field of social sciences. The subject Life Skills is taught in the Foundation Phase Learning Programme in all South African schools and the findings of this study will be used to inform policy and curriculum development to promote safer school and community environments, thereby contributing towards creating a climate that is conducive to the development of young children into balanced and contributing citizens.



Ms Melanie Moen (left) and Dr Miemsie Steyn from the Department of Early Childhood Education

CEA in the SPOTLIGHT

CEA researcher presents paper at congress

Ms Celéste Combrinck, Project Coordinator/Researcher at the Centre for Evaluation and Assessment (CEA), presented a paper at the 22nd Annual South African Psychology Congress (PsySSA) held at Emperors Palace, Johannesburg in September. The theme of the congress was 'Psychology's response and ability with the focus on individual and societal wellbeing'.

Psychology professionals have a responsibility to inform research, policy and practice for the wellbeing of all in society. Ms Celeste Combrinck's presentation, entitled 'Identifying academically at risk students with external assessments: using receiver-operating curves and predictive validity to set cut scores', dealt with methods for setting cut-scores and classifying learners so that those who are academically at risk can be identified in Grade 11.

The study highlighted the use of external monitoring assessments to identify those learners. The Rasch Partial Credit Model was used to validate the Grade 11 English Language, Mathematics and

Natural Science assessments, logistic regression modelling was used to identify the assessments that predicted the outcome with a significant degree of certainty, and receiver-operating curves (ROCs) were used to set the cut scores. The conclusion was that external assessments can be used to identify learners who are academically at risk, but these findings should be combined with internal school assessments and evaluations.



Ms Celéste Combrinck

Prominent academics who attended the congress included Prof Norman Duncan, the Vice- Principal of the University of Pretoria, who delivered the second Sipiwe Ngcobo Memorial Lecture titled 'Engaging the psychology of decolonisation'.

CEA staff members conduct workshop at RASA 2016 Conference

In September and October 2016, the Reading Association of South Africa (RASA) held its 11th annual conference at Clarendon Primary School in Pietermaritzburg, KwaZulu-Natal. The theme of the conference was 'Engage, connect, reflect, refresh', and Prof Donald Bear of Iowa State University in the USA delivered a keynote address entitled 'Their way is your way: Developmental word study and reading instruction'.

Two staff members of the Centre for Evaluation and Assessment (CEA), Ms Karen Roux and Ms Nangamso Mtsatse, conducted an interactive workshop entitled 'Lexiles: Practical application of a text measurement tool in the South African context' to demonstrate the use of a text measurement tool, specifically Lexiles, in South African classrooms. Ms Roux and Ms Mtsatse analysed the readability of language assessments in South Africa, including texts from the Annual National Assessment (ANA) and the Progress in International Reading Literacy Study (PIRLS). By using Lexiles they were able to ascertain the semantic difficulty and syntactic complexity of passages released from the aforementioned studies. The output

from the measurement tool provided valuable insights for language test development in the country. Delegates who attended the conference were shown the value of using a text measurement tool and how to correctly use it as part of their teaching strategies and professional development.

Mrs Roux and Ms Mtsatse both serve on the executive committee of RASA's Gauteng branch and will be part of the organising committee for the 12th Annual RASA Conference to be held at UNISA.



Ms Karen Roux and ms Nangamso Mtsatse from the Centre for Evaluation and Assessment

Rasch Item Map Method used to align assessments and curriculum standards

In August 2016, Ms Celeste Combrinck from the Centre for Evaluation and Assessment (CEA) presented a paper at the 42nd International Association for Educational Assessment (IAEA) Conference in Cape Town.

Her paper, titled 'The use of Rasch Competency Bands for reporting criterion-referenced feedback and curriculum-standards attainment', described how criterion-referenced feedback was produced from English language, mathematics and natural science monitoring assessments. The Rasch Item Map Method was used to

set cut-scores for the Rasch Competency Bands and the items in each band were then examined by subject specialists. Based on the content and difficulty of the items, descriptions for the proficiency levels were generated. Learner reports described each individual's current proficiency level in a subject area, as well as the next level to be attained. The presentation showed how the Rasch Item Map Method can be used to align assessments and curriculum standards, which facilitates reporting on learner performance in terms of criterion-referenced feedback and empowers learners, teachers and parents to focus on subject content and competencies.

SCHOOL PRINCIPALS in the SPOTLIGHT

Prof Johan Beckmann from the Department of Education Management and Policy Studies and Mr Johan Kruger, a PhD student and School Principal were invited to attend and deliver papers at a forum in China in November.

The 2016 International Forum for Distinguished Secondary School Principals held at High School of Guiyang in Guiyang City in the Guizhou Province of the People's Republic of China.

The forum was organised by the National Training Centre for Secondary School Principals at East China Normal University in Shanghai and the invitation was extended in terms of an agreement between the Centre and the University of Pretoria.

The theme of the forum was 'Developing students' core competences and principals' mission'. It was attended by more than 200 distinguished Chinese secondary school principals and a number of overseas invited speakers from Australia, England and France.



Prof Johan Beckmann and Mr Johan Kruger

The three speakers representing the University of Pretoria spoke to the topic 'Managerialism and performativity and the South African Standard for Principalship: An exploratory evaluation with notes on the Chinese core competences of students'.

In the paper the South African delegates pointed out that the modern Western emphasis on managerialism and neo-liberalism in the managing of teaching and learning tends to obscure the essence of education. They argued that the result of this blurring of the core business of educators and principals namely education (which implies a positive engagement or an adult person with a yet to be adult in order to guide him or her to responsible adulthood and independence (including responsible participation in the activities of society) is a failure of management and leadership innovations, strategies and policies to facilitate sustainable improvement of education.

Their plea for a renewed focus on the essence of education was well received by the delegates and quoted in the summary reports of both the session in which the paper was delivered as well as in the summary report on the forum by the Director of the Centre, Prof Ruihua Dai.

The South African delegates also used the opportunity to develop the relationship between the University of Pretoria and the Centre. As a result it is likely that one of the staff members of the Centre, Prof Heng Wan, may join the 'FIRE' research project run by members of the Faculty of Education and which explores the development of educator identity.

FOCUS ON SCHOOL leadership at conference in IRELAND

Dr Keshni Bipath from the Department of Early Childhood Education presented a paper at the European Conference of Educational Research, which was held in Dublin, Ireland in August. The purpose of the conference was to explore the gaps in research relating to principals from the South African, Swedish, Danish, Austrian and Australian perspectives.

The title of Dr Bipath's paper was 'Heading for the future – implications for school leadership beyond 2020'. Other delegates included leadership gurus such as Profs Christopher Day (Nottingham University, UK), Petros Pashiadis (University of Cyprus), Olof Johansson (Umeå University, Sweden), Helene Årlestig (Umeå University, Sweden), Michael Schratz (University of Innsbruck, Austria), Lejf Moos (Aarhus University, Denmark) and David Gurr (University of Melbourne, Australia).

The book, A decade of research on school principals, to which Dr Bipath and Prof Johan Beckmann from the Department of Education Management and Policy Studies had contributed a chapter, shows that although the research on school principals that has been conducted in different counties is very varied, a clear connection is evident between societal, cultural and historical contexts and what is expected of school leaders. It is also obvious that principals play an important role and make a difference, and

that there is a common understanding around certain results that that is not limited by national boundaries.

To stimulate further thinking about what lies ahead, we need robust and informative research that looks beyond today's practice and problems. This symposium focused on what can be considered as the main qualities in the leadership

of principals beyond 2020. We need to develop an understanding of the type of education that will be appropriate for the next generation of school leaders, and research will be required to promote our understanding of the challenges faced by principal in their work, their role as leaders and their lives. The complexity of school organisations and the surrounding world makes it even more important to focus on what we can learn from each other despite our different contexts.



Dr Keshni Bipath from the Department of Early Childhood Education

Teaching Practice is 'FIRED-UP'

'Poorly monitored teaching practice hinders the development of teacher identities in teacher training programmes. Engagement and interaction between final-year student teachers during teaching practice is less prominent as we create few opportunities for them to strengthen their own teaching strategies in a community of practice,' said Prof William Fraser, research coordinator of the FIRE project.

A Fourth-year Intervention in Research in Education (FIRE) Project was first suggested during one of the Methodologies workshops initiated by Dr Lizette de Jager from the Department of Humanities Education and was subsequently developed by the Faculty of Education by collecting information on student teachers' views regarding the characteristics and roles of effective teachers. A total of 840 of the Faculty's final-year students who were completing a six-month teaching practice period were involved in a Participation, Reflection and Action (PRA) strategy.

They participated in two three-hour on-campus workshops three

months into the teaching practice period and – in small groups – discussed the characteristics of effective teachers by focusing on curriculum and subject knowledge, learning support materials, and teaching and assessment strategies.

The students also reflected on the value of the teaching strategies that they used during teaching practice and the challenges that they encountered. The results showed that although these students appreciated the value of different teaching strategies, the use of specific strategies appeared to create various challenges that they struggled to deal with, and what hindered their professional development.

The 840 final-year students were divided into two groups, Block A and Block B. Block A's Saturday workshops were finished in May this year, while the workshops for Block B were held in August and September. Prof Liesel Ebersöhn, Director of the Centre for Resilience, handed copies of a resilience questionnaire to all the students.



Students collecting information to establish the characteristics and roles of effective teachers



Students actively focusing on curriculum and subject knowledge, learning support material and teaching and assessment strategies



Students captivated in their research



The following Faculty of Education staff members participated in the FIRE Project: Prof Billy Fraser, Dr Sonja van Putten, Dr Mia Abrie, Dr Ronel Callaghan, Dr Jeanine Mwambakana, Dr Willem Rauscher, Mr Niekie Blom, Dr Portia Kawai, Dr Monde Kazeni and Mr Eugene Mahlangu from the Department of Science, Mathematics and Technology Education; Dr LD Beukes, and Dr Lizette de Jager, from the Department of Humanities Education; Prof Ronél Ferreira, Prof Liesel Ebersöhn, Dr Ruth Mampane and Dr Annelize du Plessis, from the Department of Educational Psychology; Ms Linda Bosman and Dr Judy van Heerden, from the Department of Early Childhood Education; and Prof Johan Beckmann and Dr Eric Eberlein, from the Department of Education Management and Policy Studies.

The information gained through this 2015-project was disseminated in the form of a paper and a poster presentation at the EduLearn16 Conference, hosted in Barcelona, Spain this year. The presentations were also captured in the ISI-listed proceedings of the Conference.

Papers on the experiences of Mathematics student teachers were recently presented by Dr Sonja van Putten from the Department of Science, Mathematics and Technology Education at the annual ISTE Conference in the Kruger National Park, and by Dr Eric Eberlein and Dr LD Beukes at the Teaching Practice Symposium hosted by the North-West University in October.

Prof Ronél Ferreira, Head of the Department of Educational Psychology, Dr Ruth Mampane from the same Department and Dr Ronel Callaghan from the Department of Science, Mathematics and Technology Education are currently assessing the possibility of linking TESSA funding to this project. The intention is to engage students in developing and writing model lessons for TESSA and to add those lessons to the existing TESSA database. Student teachers can access the database in search of appropriate lessons. These ideas will be drawn into the PRA-methodology of the future workshops.



Dr Eric Eberlein and Dr Judy van Heerden (in blue) viewing the projects of the final year students

Data collection at NENU to support the FIRE project

Dr Eric Eberlein has taken the project to Northeast Normal University (NENU) in Changchun, China to work with Prof Zhichau Wang and Prof Xue Xia in duplicating the workshops with their student teachers.

Dr Eberlein is doing data collection visit to Northeast Normal University (NENU) in the city of Changchun, China. UP has a memorandum of understanding with NENU.

The FIRE project, which focuses on teacher identity formation, Dr Eberlein will be doing a repetition of the process recently completed with the Faculty's 4th year students. Dr Eberlein will be using process of Participation Reflection and Action (PRA) in order to investigate and describe how student teachers develop their own teacher identity and contribute their teacher identity development by facilitating structured reflection on the development of their teacher identities and giving them opportunities through activities and projects to actively participate in the process of development.

He will be collecting data from approximately 400 Chinese 3rd and 4th year student teachers in order to be able to compare teacher identity formation in completely vastly different contexts.

This is the second research collaboration between NENU and the University of Pretoria. The Department of Education Management and Policy Studies is also involved in a project entitled 'The State of the Principalship in China and South Africa' which has led so far to a number of publications and conference papers.



The FIRE working group at the North East Normal University (NENU) are from left Dr Eric Eberlein from the Faculty of Education, Mr Peter Zhang, coordinator international projects and relations and Prof Jason Wang, Dean: School of Education at NENU

Faculty's vision of Teaching and Learning

Effective Teaching and Learning is the highest goal of the University as an internationally recognised African University: being a home to those who want to be highly skilled and creative graduates, serving the societal need of a South Africa that competes in the international knowledge economy. This is achieved by demanding deep learning of students, providing the highest levels of support for learning success and delivering critical and independent thought that are essential for a young democracy. We strive to be leaders in learning.

Successful graduates from first degrees can access advanced postgraduate degrees, becoming knowledge creators through research and so raise the University's international profile.

Innovations

Honours students have embraced the 'flipped' classroom in a hybrid learning environment where students perform guided research, contextualise their questions, and present them to their peers and expert instructors and thereby gain deeper insight, personal interpretations and high level understanding through both face-to-face and electronically mediated sessions.

These hybrid learning approaches will be further developed in 2017 and onwards with undergraduate core knowledge-centred modules being redesigned instructionally to provide richness and depth, challenge and support and building critical and enthusiastic engagement amongst staff and students.

Teacher Identity is developed through practical school experiences from 2nd year onwards with 4th year students sharing in research stimulating reflection and shared with peers and mentors in the innovative FIRE project.

Relevance

Foundation and Early Childhood phase students support the development of the whole child and are able to teach in an

indigenous African Language (Sepedi, Setswana, isiZulu or isiNdebele), English and Afrikaans.

Our students who specialise for the intermediate and high school learn language and most other specialisations with scientists, linguists, historians and social scientists in the same classrooms and can access honours degrees in their specialisations with their peers in partner faculties; all-the-while gaining a richer knowledge of the human condition through their Education and professional programme.

Social cohesion

Our philosophy is driven by inclusivity, valuing of cultures, and drawing on the ideas of progressive and leading thinkers of Africa, Asia and around the world. We continually review and transform ourselves, our programmes and our student spaces, where we offer a supportive and competitive community.

Leadership

We offer advanced programmes in a wide range of professional development, including curriculum and institutional leadership, educational specialisations, technology supported learning and diversity all underwritten by a vibrant research programme. This has contributed to the Faculty being recognised internationally amongst the top 200 in the world of tens of thousands of education faculties worldwide, and in the top few in Africa.

Our success begins and ends with our community, our leading teaching approaches, the relevance of our research, and the quality of learning of our students and our staff.



Prof Max Braun, Deputy Dean: Teaching and Learning

Library celebrated Casual Day



The Education Library celebrated Casual day by dressing in sportswear. They are from left: Ms Maggie Maropane, Ms Liesl Stieger, Ms Julene Vermeulen (Head of the Education Library at Groenkloof Campus); Ms Eldorene Lombard, Ms Maria Lesele and Ms Sonja Delpont

Editorial



*Ms Annalize Brynard
Editor: In-tuition*

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Spotlight on Centre for the Study of Resilience

CSR represents the Faculty at Ghana conference

Staff members of the Centre for the Study of Resilience (CSR) represented the Faculty at the International Conference on Education Research for Development in Africa (ICERDA), which was held in Accra, Ghana in October.

Prof Liesel Ebersöhn, Director: Centre for the Study of Resilience, presented a paper on 'Education research in challenging contexts: resilience and cultural capital as a vision for sustainable development in Africa'.



Prof Liesel Ebersöhn, Director of the Centre for the Study of Resilience



From left : Prof Ernest Aryeetey, Secretary General for the African Research Universities Alliance (ARUA) and former Vice-Chancellor of the University of Ghana; Prof Kwame Akyeampong, professor of International Education and Development and Deputy Director: Centre of International Education at the University of Sussex; Prof Brian Hudson, professor of Education at the University of Sussex; Prof Jonathan Fletcher, Dean: School of Education and Leadership at the University of Ghana, Legon; Prof Liesel Ebersöhn, Director: Centre for the Study of Resilience in the Faculty of Education, University of Pretoria and Emeritus Prof Keith Lewin from the University of Sussex.

STAFF AT conference in TAIWAN

Prof Liesel Ebersöhn, Director of the Centre for the Study of Resilience, was an invited speaker at the APERA/TERA forum on 'Global and Multicultural Education' and chaired a Symposium on 'Contemporary Issues in Higher Education around the World', which was held in Taiwan in November.

The Asia-Pacific Educational Research Association (APERA) and Taiwan Education Research Association (TERA) Conference 'Towards a Future Utopia: 21st Century Educational Revolution' took place in Kaohsiung, Taiwan in November. Prof Ebersöhn presented a paper on 'Transforming Schools as Enabling Places in South Africa' as part of an 'International perspectives on educational challenges and change'.

Dr Ruth Mampame from the Department of Educational Psychology presented a paper on 'A partnership of a Drop-In Centre and schools in South Africa which transformed schools as Centres of Care, Support, and Resiliency' as part of an 'International research on the social and emotional conditions for resilience symposium'. Also present at the conference were Dr Funke Omidire from the Department of Educational Psychology and Dr Ruth Aluko from the Unit for Distance Education.



Dr Funke Omidire, Dr Ruth Mampame and Dr Ruth Aluko attended with Prof Liesel Ebersöhn a conference in Taiwan in November

Educational RESEARCHERS

from NINE UNIVERSITIES meet

The Centre for the Study of Resilience (CSR) in the Faculty of Education and the College of Education at Unisa co-hosted an invitational meeting with educational researchers from nine South African universities to develop an implementable research agenda on how research can be useful for quality, equity and social cohesion in education in South Africa given structural disparity.

The breakaway deliberation on schools as enabling systems titled 'How can research findings inform learning and wellbeing in high risk and high need schools?' took place at the Farm Inn Country Hotel and Wildlife Sanctuary in September and the universities involved were the Tshwane University of Technology, North-West University, and the Universities of KwaZulu-Natal, South Africa, Pretoria, the Free State, Limpopo, Johannesburg and the Witwatersrand.

The invitational group discussions that took place over two days were facilitated by Prof David Osher, Vice-President and a fellow of the American Institutes for Research, and Dr Felice Levine, Executive Director of the American Education Research Association and President of the World Education Research Association.

It was decided that the Schools as Enabling Systems Research Group would be hosted at the Centre for the Study of Resilience in the Faculty of Education, University of Pretoria, together with

selected Steering Committee members Prof Mahlapahlapana Themane (University of Limpopo), Dr Arvin Bhana (Medical Research Council in the Health Systems Research Unit in Durban), Prof Liesel Ebersöhn (Director: Centre for the Study of Resilience at UP), Dr Phumzile Langa (National Department of Basic Education: Rural Education Directorate) and Prof Vanessa Scherman (Unisa).

The outcomes of the deliberation included the following:

- Constituting three national education research working groups from across South African universities to integrate alone-standing small-scale research on how evidence can promote resilience in high risk and high need schools
- Prioritising the following for collaborative systematic review: a synthesis of knowledge about schools where high performance and the well-being of learners and teachers are outcomes despite adversity; a related policy review; and a review of indicators and measures used
- Creating a dedicated electronic space (with information related to the Schools as Enabling Systems Research Group) on the website of the Centre for the Study of Resilience in University of Pretoria's Faculty of Education (including details of collaborators, national peer-reviewed publications and completed postgraduate studies).



Standing, back: Prof Jace Pillay (UJ); Mr Hopi Mboweni (UL); Prof Arvin Bhana (MRC and UKZN); Ms Beverly Feldman (Unisa); Dr Maitumeleng Ntho-Ntho (UP) and Prof Jan Heystek (NWU)

Standing, front: Ms Marlene Ogawa (Synergos Institute); Prof Brigitte Smit (UNISA); Dr Dipane Hlalele (UFS); Dr Ansie Kitching (NWU); Dr Karen Murphy (Pennsylvania State University); Dr Thomas Mabasa (UL); Ms Mpho Modipane (UL); Dr Phumzile Langa (DBE); Ms Leah Nkoana (UP); Mr Pranay Devchand (GDE) and Prof Deirdre Kruger (Unisa)

Sitting, front: Ms Chantel Weber (Unisa); Dr Surette van Staden (UP); Prof Vanessa Scherman (Unisa); Prof Ronél Ferreira (UP); Prof Liesel Ebersöhn (UP); Prof Mahlapahlapana Themane (UL); Dr David Osher (AIR) and Dr Felice Levine (AERA)

Ambassadors MEET in POSTGRADUATE Research Commons

The Centre for the Study of Resilience hosted a GRULAC meeting with a number of Ambassadors at the Postgraduate Research Commons on the Groenkloof Campus.

The purpose of the meeting was to encourage scientists from the global south to work together. Prof Liesel Ebersöhn, Director of the Centre for the Study of Resilience in the Faculty of Education, indicated that shared Global South characteristics included a postcolonial tradition and the employment of science to inform transformation towards equity, social justice and the equitable distribution of resources. Other contextual commonalities include strong indigenous knowledge systems, an urban-rural settlement continuum and traditions in mining and agriculture. The relevance of annual or biannual colloquia was also discussed.



Mr Andrés Medellín Galvan from Mexico (left) with Dr Maximus Sefotho and Prof Ronél Ferreira from the Faculty of Education



With Prof Liesel Ebersohn and Dr Maximus Sefotho were several Ambassadors. They are in the front: Ms Maria Emilia Rinaudo (Argentina), Mishelly Carmona (Venezuela) and Esther Gittens (Guyana)

Back: WR Roseval (Suriname), Fransico Menesis-Noriega (Colombia), Andrés Medellín Galvan (Mexico), GDavid Díaz (Cuba), Gabriel Arosemena (Panama), Pablo Aviles (Ecuador), Fernando Arruda (Brazil) and Miguel Clavijo (Colombia)

Two Heads part of delegation in Bulgaria

Prof Ronél Ferreira, Head of the Department of Educational Psychology and Prof of Gerrit Stols, Head of the Department of Science, Mathematics and Technology Education attended the 3rd International multidisciplinary scientific conference on Social Sciences and Arts (SGEM) in August in Albena, Bulgaria.

Also part of the UP delegation was Prof Alta van der Merwe, Deputy Dean: Teaching and Learning at the Faculty of Engineering, Built Environment and Information Technology (EBIT). Prof André Pelser, from the Department of Sociology at the Free State University was also present. Prof Ronél Ferreira was invited to participate in the opening plenary session where she presented a paper on 'Psychological intervention with children in a diverse South African context'. She furthermore presented a paper titled 'Capitalising on the benefits of participatory research partnerships to promote health and well-being in vulnerable school-communities'.

In a joint presentation, Prof Ferreira, Prof Stols, Prof Van der Merwe and Prof Pelser presented a paper on 'A technologically-driven intervention in support of Mathematics education in South Africa: Lessons learned'. Both these presentations have been published as full-length conference papers.



At the conference in Bulgaria from left: Prof Gerrit Stols, Prof Alta van der Merwe, Prof Ronél Ferreira and Prof André Pelser

Duplo DONATED to ECE

The Department of Early Childhood Education (ECE) recently received a very generous donation of Duplo sets for their model early childhood education playroom from Mr Brent Hutcheson, Chairman of Care for Education and the LEGO Foundation South Africa.

The Duplo bricks and accessories are being used in hands-on ways by the teacher education students as part of some of their modules. Dr Judy van Heerden from ECE, who is a lecturer in natural sciences and technology education, introduced the six simple machine sets to the second-year students. Subsequently the students participated in an interactive, hands-on session that required a great deal of problem solving and critical and creative thinking and was a good example of learning while having fun.



Dr Judy van Heerden from the Department of Early Childhood Education and the students are thankful about the donation



Duplo - a great way for learners to learn while they are having fun. The students are exploring the different possibilities to using the Duplo blocks



The Early Childhood and Foundation Phase students have so many opportunities to create a new environment for a vast number of learners who never had the opportunity to build with these blocks

Students learn how to teach mathematics in foundation phase

Ms Anienie Veldsman from the Department of Early Childhood Education presented a hands-on practical, make and bake, lesson to the JGS 120/121 (first year) module for foundation phase in mathematics.

The students acted as the Grade R learners and were therefore practically involved.

In the lesson, the focus was on the use of theorists Piaget and Vygotsky theories on how children develop and learn early mathematics; the use of 'N' in a mathematical lesson; developing of counting skills in early mathematics; how to introduce a Grade R learner to mathematical concepts; how young children learn and develop mathematical knowledge, skills and processes; the application of early mathematical processes knowledge, concepts and skills through a make and bake mathematical lesson and play as instructional tool to learn early mathematics.

Ms Anienie Veldsman showing the Early Childhood and Foundation Phase students how to teach the learners from the Foundation Phase Mathematics in a pleasant way



Prof Ina Joubert, Head of the Department of Early Childhood Education - always enthusiastic about the work and projects of each staff member and student she deals with

Early Childhood collaborates with Japanese universities

The Department of Early Childhood Education presented a seminar on 'Early year education – synchronizing theory and practice' in November.

The seminar was attended by staff and students with Prof Hiroki Yui from the Department of Early Childhood Education, Care and Welfare at the Naruto University of Education in Japan as the keynote speaker. Also prominent on the programme was Prof Kensuke Chikamori who is a professor in International Education at Naruto University.

Prof Yui explained that regarding teaching practice in the Naruto University, the Early Childhood students attend three days at Kindergarten in their first year of studies. In their second year they attend 11 days at a Nursery Centre, in their third year of studies four weeks at Kindergarten and in their final year 11 days at a Nursery centre.

Prof Yui also said that the fundamental aim of early childhood care and education in Japan is to educate young children through their environment. With this aim, teachers must create a relationship of trust with young children which will lead to a better educational environment.

Prof Cycil Hartell, Head of the Centre for Japanese Studies at UP, gave an introduction of the trans-institutional collaboration between the University of Pretoria and universities in Japan. The Centre and Department of Early Childhood Education hope to be part of more partnerships between the the Faculty of Education and the Universities in Japan.



Speakers at the seminar were from left: Prof Ina Joubert, Head of the Department of Early Childhood Education; Prof Max Braun, Deputy Dean; Prof Cycil Hartell, Head: Centre of Japanese Studies; Prof Kensuke Chikamori from Naruto University in Japan; Prof Nkidi Phatudi from Unisa; Prof Hiroki Yui, also from Naruto University in Japan; Ms Linda Bosman and Dr Keshi Bipath from the Department of Early Childhood Education and at the back Dr Lara Ragpot (UJ)



Students in Early Childhood Education and Foundation Phase, viewing the presentations on display



Three of the prize winners of the Early Childhood displays with Prof Rinelle Evans from the Department of Humanities Education, who judged the assignments

Students write better books every year

The Department of Early Childhood Education annually acknowledge the winners of the Storybook Writing Competition. Oxford University Press, sponsored several prizes including books and bags, with a variety of education gifts in.

This year the following students won prizes. The Afrikaans book winners were: Lilize Wonigkei - *Waar's my kous?*; Elize Ferreira - *Skryfbehoefteland*; Zelne Pistorius - *Daar kort iets in die tuin*; Wilmari Muller - *In die speelgoedboks*; L'Dean Cronje - *Frannie die verkleurmannetjie op 'n kleurreis*; Nolene Wessels - *Ietsie*; Marike Strydom - *Spring Vlooi, spring!* and Chantelle Liebenberg - *Waar kan dit wees?*

The English book winners were: Emily Broodryk - *Abeni the colourful giraffe*; Mubeena D Awood - *Alex swallows a seed*; Julia Burton-Durham - *Charles the chameleon*; Melissa Korterink - *Little Owl finds friends*; Linda du Plessis - *The aeroplane boy*; Tiffany Craythorn - *Macy's trip around the world*; Christiane Rencken - *How the flowers got their colours* and Andrew Bester - *Toby's confused fruit*.



With the many winners of the book hampers from Oxford University Press are Ms Milandr  Vlok; Prof Ina Joubert, Head of the Department of ECE and Ms Magda Theron from Oxford University Press

Community-based visual arts project stimulates learners in city schools



Art Education students of Ms Deléne Human (second from the right back), are Maryke Mouton, Daniel Makola and Letticia Tshabangu, with the hand-painted landscape of our students in the background.

Visual Arts is a subject which not many schools in South Africa offer as part of a teaching practice opportunity. Ms Delene Human, Lecturer in the Department of Humanities Education has undertaken a community based, practice-led research project to assist fourth year Visual Arts students in discovering their own creative thinking skills and extend their professional education vocabulary by creating teaching practice opportunities for students who cannot find art specific teaching practice opportunities in schools, as well as create assessment and learning opportunities for these students.

Students were expected to establish what the identity of a specific school community is and identify environment-specific challenges and shortcomings in and around that school community. They were expected to address these problems and shortcomings, by including and involving the school learners in developing creative solutions. The aim was that learners and student-teachers explore the materials and tools available in the immediate community to create viable and realistic solutions, which are and can be sustained and continued by the community, to improve the daily conditions in which the learners find themselves.



Daniel Makola assisting two learners with reading

The outcomes of this project aimed to ensure that students made a lasting, self-sustaining difference, even a small one; involve learners in their school and the identity thereof, by giving learners the opportunity to contribute to their school; and lastly, inspire the creativity of teachers and learners.

Appreciating and understanding various processes, theories and art media led to a qualitative approach incorporating Life Skills and Visual Art Studies as set out in the National CAPS documents, with other school subjects. By the end of this project, students provided proof that they are ready to take on the challenges of the professional teaching practice.



Letticia Tshabangu at a reading tree the learners painted with the help of the students. The painting of the tree and learning to read is all part of their development