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## Dean's concert on campus



*Music Education students participating in the event: the first Dean's Concert on Groenkloof Campus.*



The Faculty of Education at Groenkloof Campus had its first Dean's Spring lunch hour concert on Wednesday, 27 September 2017, presented by the Department of Humanities Education. Staff and students were fascinated by the high standard of the music performed by the Music Education students, as only a few had formal music training before they came to the Faculty of Education.

The Dean of the Faculty of Education, Prof Chika Sehoole, welcomed everyone to the historic event and mentioned that these students did not have prior training. The Music Education students are a close community among our student groups.

The students begin in their first year with keyboard training and in their second year they do guitar training and choir training in their third year. It is not specialised training but they are prepared to assist in classroom music. The Music Education students also focus on the Methodology of Music Education.

Jabu Masemula and Loren Petersen were delightful Masters of Ceremony. Prof Chika

Sehoole, Dean, welcomed the audience. Prof Sehoole also thanked staff from the Department of Humanities Education with Prof Johan Wassermann as Head. He mentioned Music Lecturers: Ms Ronel de Villiers and Mr Nelson Manganye for making this happen!

And he in particular, mentioned students who participated in the concert. "This concert shows the talent among our Education students. I am so impressed that the students performed so well. The standard of the work is outstanding and thank you to each student who made this wonderful event happen".

The programme included: 'Through the Valley' by Michael Du Plessis; 'Wake me Up' by Gerdie De Villiers; 'Por-Una-Cabeza' by Andrea Kruger; 'Somebody to love' by Celia de Wet; Afro Jazz by Jabu Masemula; Thato Pule; Promise Zulu and Mante Makaba; Skyfall by Cayla Brits and Yolandi Stander; Jikela Emaweni by Second Years; Canon in D by the First Years; Cup Song by Third Years; Una furtive lagrima by Sya Bande, Shante Smit and a Mass item.

# Message from the Dean



*Prof Chika Schoole, Dean*

Dear Colleagues

The Faculty can look back at the year 2017 with pride and a sense of achievement as we managed to reach a number of milestones. At the beginning of the year we introduced changes that aimed at aligning our activities our vision of repositioning ourselves as a Faculty of choice.

This entailed identifying priorities for the year and aligned our operations with the five strategic goals of the university namely to (i) enhance access and successful student learning; (ii) strengthen research and international profile; (iii) foster and sustain transformed, inclusive and equitable University community; (iv) optimise resources and enhance institutional sustainability and (V) strengthen the university's social responsiveness and impact in society.

The University of Pretoria is nationally and internationally recognised for the quality of its research and the extent of its research outputs. The University's long-term strategy, UP 2025, is to built on more than 100 years of scholarship, research and public engagement in complex contexts that require ambitious targets and focused attention on some of the most pressing challenges of the developing and developed worlds. In pursuit of this goal of research excellence during 2016/2017 it was the best performing university in the country in terms of research outputs with publication units that exceeded 2000, a first in the history of this country.

To buttress the importance of Research, the University of Pretoria has identified the following research priorities:

- Doing research that has greater impact
- Playing a leading role in research in Africa
- New institutional research focus areas (big data science, future cities and smart transportation)
- Build greater research capacity to enable

transformation and development of the University's research base

- Develop research support interventions

As a Faculty we plan to support these priorities by:

- Increasing research productivity through development of departmental research themes
- Supporting research centers in the Faculty and setting them realistic output targets to measure their success
- Increasing research impact through publication in high impact journals, and joint publications
- Introducing staff development programmes targeting non-active researchers
- Support the writing of scholarly books

The Faculty also made key appointments to strengthen its management capacity and expertise which entailed the filling of three Heads of Department positions Professor Everard Weber in the Department of Education Management and Policy Studies, Professor Johan Wasserman in the Department of Humanities Education and Professor Ruth Mampame in the Department of Educational Psychology. The Faculty also appointed a new Deputy Dean in the person of Prof Salomé Human Vogel following the retirement of Professor Max Braun. The faculty has also appointment Dr Rakgadi Phatlane as the Transformation, Monitoring and Recruitment Manager. Key to her KPAs is to ensure that the Faculty pursues the transformation agenda as outlined in the

strategic plan of the University of Pretoria and the five year plan of the Faculty.

The Faculty also reached some milestones in having some staff members who were promoted in higher positions as part of their career advancement. These include Professor Ronél Ferreira from the Department of Educational Psychology in the position of Full-Professor; as well as Prof Rinelle Evans from the Department of Humanities Education. Also Dr Grietjie Haupt from the Department of Science, Mathematics and Technology Education and Dr Funke Omidire from the Department of Educational Psychology who were promoted to Senior Lecturer.

We also congratulate our newly rated researchers by the National Research Foundation in persons Dr Marien Graham who attained a Y1 rating; Prof Estelle Gaigher who attained a C2 rating, and Dr Ruth Aluko a C3 rating.

The Faculty continued to perform well in terms of teaching and learning by maintaining a throughput rate of above 90%. Our students also excelled on the sporting front by being members of the championship teams that won the Varsity cup in soccer, rugby and netball. It has really been a year which we can look back with a sense of achievement. I would like thank all staff and students for their contribution to the work of the Faculty. I am looking forward to greater achievements in 2018.

# Prof Max Braun

## - an icon in science and leadership

Prof Max Braun, who was appointed at the University of Pretoria in 1993 and retired as Deputy Dean: Teaching and Learning in the Faculty of Education, had a strong focus on Teaching and Learning.

Prof Max Braun started his career at the University of Pretoria as Doctoral student and CSIR funded research assistant to Prof Jan van der Merwe at the Physics Department, where he was appointed in 1977. He initiated the Computer Users' Group that gave computing at UP a proud opportunity to engage actively with UPs' management in many roles.

In 1995, Prof Braun moved to today's Education Innovation as Academic Development Officer and activated the BSc extended programmes and the BSc BEd degrees as a cooperation between the Faculty of Science, Biological and Agricultural Science, rejoining to the Faculty of Science in 1996. Prof Braun was the Founding Director of the Centre of Science Education in 1996 in the Physics Department in 2001.

Prof Braun was attracted to the vision in the Faculty of Education where he was appointed as Head of the Department of Science, Mathematics and Technology Education when Prof Gilbert Onwu stepped down in 2009. One of the visions was to break the isolation of the Faculty of Education. "My motivation was not to instruct people but to show them their career opportunities and motivate them to focus more on career developments including National Research Foundation ratings as well as an increase in research outputs. My leadership was around creating opportunities".

One of Prof Braun's very good memories of the Faculty of Education and the University in general include the incredible response of people after the shooting incident in 2012. "The concern from staff and students and their encouragement and support was something my wife Claire and I will always remember".

"If I think about the future, I would like to develop my Computer-based Physics Modelling skills further", he said.



*Prof Max Braun, retired Deputy Dean but Professor Emeritus*

The management style of Prof Max Braun will always be part of the Faculty: he was never in a power position. He was always part of solving small issues as well as big issues. His human approach and being part of every person's experiences, good or bad, made him a person to remember.

Prof Max Braun's laughter will always be part of the Faculty of Education.

Prof Braun was appointed as Deputy Dean in the Faculty of Education in January 2014. He acted as Deputy Dean from August 2013. Formerly, he was Professor in the Department of Physics in the School of Physical Sciences, Faculty of Natural and Agricultural Sciences, at the University of Pretoria. He has retired at the end of 2017 after being associated with the University of Pretoria since 1975.

Prof Braun was a member of the writing team of the AARP Mathematics Comprehension Placement Test from 1997 to 2007 and contributed to the writing of the AARP Mathematics Achievement Test from 2000 to 2007, as well as a member of the development team for the experimental AARP-Medical Consortium Scientific Skills test 2003-2008. He served on the Mathematics Benchmark test development team for the Higher Education South Africa bench-marking project until 2006.

Prof Braun holds an MSc and DSc in Physics, and a MSc in Engineering Management: Technology Management. He supervised or co-supervised students at PhD level in Computational Physics, Biophysics, Science Education and Computer Integrated Education.

Prof Braun has been an external examiner to the University of Johannesburg/RAU, the University of the Witwatersrand, Nelson Mandela Metropolitan University/UPE, Unisa, Rhodes University, the University of Swaziland and the University of Stellenbosch.



# First Teaching and Learning Day held at Groenkloof

The Faculty of Education held a Teaching and Learning Day in the Postgraduate Research Commons on 2 November 2017. The event also focused on methodologies in teaching and learning.

Staff members had the opportunity to share their teaching and learning experiences. Prof Salomé Human-Vogel, Deputy Dean, opened the event. She noted that ensuring student success through teaching and learning is about creating a positive environment in which our students can learn and succeed. This includes not only the curriculum that is taught but creating relationships with students that help them to strive for success. To do this, it is imperative to discuss how to teach best, how students learn best, and how to encourage students to participate actively in their own learning.

Ms Anienie Veldsman, from the Department of Early Childhood Education, shared her thoughts on 'Transformation in early mathematics at UP'. Dr Maximus Sefotho, from the Department of Educational Psychology, spoke on 'Inquiry-based learning: showcasing the OPV 222 hybrid learning model'. Dr Surette van Staden, from the Department of Science, Mathematics, and Technology Education shared her ideas on 'Implementing the hybrid model of teaching and learning: A case study of Foundations of



From left Dr Thiru Vandeyar; Prof Gerrit Stols (HOD: SMTE); Prof Chika Sehoole (Dean); Ms Delene Human; Prof Salomé Human-Vogel (Deputy Dean) and Dr Lizette de Jager

Educational Research Module at UP'. There was an overview of Curriculum alignment: Educational modules and methodologies.

Prof Ina Joubert, Head of the Department of Early Childhood Education, and Dr Melanie Moen spoke on 'Curriculum transformation in the Foundation Phase Life Skills programme through the Scholarship of teaching and learning. Dr Lizette de Jager, from Humanities Education, and Dr Ronel Callaghan, from Science, Mathematics, and Technologies Education, discussed 'E-learning integration – practical implementation of hybrid learning'. Dr Annelize Du Plessis, from the Department of Educational Psychology, made a presentation on 'Mentoring Lecturers'. The Dean of the Faculty, Prof Chika Sehoole,

made the awards for teaching excellence to Dr Lizette de Jager, from the Department of Humanities Education and Dr Thiru Vandeyar, from the Department of Science, Mathematics, and Technology Education. They each received a certificate and a R5 000 award.

Ms Delene Human, from the Department of Humanities Education, received a certificate and award of R5 000 for her outstanding work in Community Engagement. The department who submitted the most nominations for teaching and learning excellence was Science, Mathematics, and Technology Education, which was also awarded a certificate and R5 000 towards teaching and learning initiatives.

## 'We must respond to the needs of the country' – Prof Salomé Human Vogel

"The core business of the Faculty of Education is to train teachers and educational psychologists who can respond to the needs of the country to provide a highly trained workforce that are prepared and able to contribute positively to the South African economy."  
- Prof Salome Human-Vogel, Deputy Dean: Teaching and Learning.

"To accomplish these goals, the Faculty of Education prioritises strategies that support access to the Faculty, as well as the success of our students. As Deputy Dean of Teaching and learning, my portfolio is to support the Dean of the Faculty, Prof Chika Sehoole with the implementation of the Faculty plan and strategies, and to support all staff to enhance and promote the quality of teaching and learning in the Faculty."

"As an early adopter of technology myself,

I am particularly enthusiastic about encouraging more staff and students to use technology creatively and more effectively in the way that we approach our work, teaching and learning. As a Faculty we are already using the UP learning management system, ClickUP, much more consistently than we used to, but we can do much better in terms of using the system to track student progress so we are able to identify earlier when students require support, and as a means for curriculum renewal and development. The transformation of the curriculum is, of course, and important priority at the moment and it is likely to remain important in the coming years."

"In my experience, most people grapple with its meaning, and the implications for curriculum design, as well as our classroom practices."



Prof Salomé Human-Vogel, Deputy Dean

"In that regard, I believe it is very important to create opportunities for staff to discuss and debate, and to learn from one another through our own practice, and through observing what others' do", she said.

## Prof Ronél Ferreira to Full Professor

Prof Ronél Ferreira is the former Head of the Department of Educational Psychology at the University of Pretoria. She holds a PhD in Educational Psychology from the University of Pretoria. She was recently appointed as Full Professor in the Faculty of Education. She has also been the Research Theme Leader for Facilitating behaviour change for improved health and well-being in the Institute of Food, Nutrition and Well-being at the University. Her research focus areas are psychosocial support within the context of vulnerability, asset-based psychosocial coping, and the use of research in combination with intervention-based studies that could improve community-based coping and facilitate community development and well-being.

Prof Ferreira is involved in various research projects, some of which involve international affiliations. Her research accomplishments are signified, amongst others, by being a rated researcher at the South African National Research Foundation (NRF) and the recipient of the Samuel Henry Prince Dissertation Award of the International Sociological Association (2009), as well as the University of Pretoria Young researcher award (2009) and the Education Association of South Africa (EASA) Young researcher award (2007). She continuously strives to incorporate academic service-learning (community engagement) with both her research, and teaching and learning activities. She actively aims to involve postgraduate students in broad research projects and joint publications. She has successfully supervised/co-supervised 39 master's students and 13 PhD students to completion of their studies. She has published 41 articles in peer reviewed journals and 17 chapters in scholarly books. She has edited/co-authored two scholarly books.



Prof Ronél Ferreira

## Dr Grietjie Haupt to Senior Lecturer

Dr Grietjie Haupt from the Department of Science, Mathematics and Technology Education, is recognised as an expert and innovative teacher. Since her appointment in the Faculty in 2002 she was required to design and develop a completely new curriculum for the newly introduced school subject Design and Technology Education. This endeavour necessitated many years of research into the ontology and epistemology of design as well as technology, which included the completion of her MEd degree in 2005. It resulted in the design of multiple models as teaching and learning tools, as well as the publication of one article discussed further on. Stemming from her dissertation, her interest in the design process in the classroom, her focus sharpened and she started reading widely and deeply in the ontology of problem solving, in particular in systems thinking and design cognition in order to develop appropriate epistemologies and methodologies for this new field.



Dr Grietjie Haupt

Of particular significance is that Dr Haupt was invited by Prof Marc de Vries, world-renowned expert in Design and Technology education and co-supervisor of her PhD, to contribute a chapter in another scholarly book, the *International Handbook on Technology Education*, which was released in November, 2017. This accolade is testimony to Dr Haupt's internationally acknowledged expertise as a researcher in her field. She has also published chapters in several scholarly books - one about teaching in culture-rich classrooms (2015) and another about the use of cognitive tools in problem solving (2015). Dr Haupt's research scholarship is testimony of her ability to integrate philosophical relevance, depth of research into generic professional and domain specific design practice with curriculum design and with teaching scholarship, which stems from a slow, but deep and wide study of the field of problem solving, systems thinking and design cognition.

## Dr Funke Omidire to Senior Lecturer

Dr Funke Omidire from the Department of Educational Psychology's current research is funded by the Research Development Programme, (RDP). It is an intervention study with a pre/post design aimed at adapting Quality Talk for use in South Africa.

Quality Talk was developed in school-based intervention research by Karen Murphy (Murphy et al. 2009). It is an evidence-based approach to reading and instruction. It involves discussions that promote students' high-level comprehension of text, where high-level comprehension refers to critical-reflective thinking and epistemic cognition about and around text. The approach is premised on the belief that talk is a tool for thinking, and that certain kinds of talk can contribute to high-level comprehension.

The results generated from research into the use of Quality Talk have been described as promising and have indicated positive changes in critical-analytic thinking, higher levels of comprehension, increased fluency and development of argumentation skills (Murphy, Greene & Firetto, 2014). The value of Quality Talk for the improvement of literacy among students is not in doubt. It is however important to take into consideration the specific context of South Africa in terms of diversity, multilingualism and high risk/need setting. This necessitates the adaptation of Quality Talk to the South African context. Three Doctoral students are working on the project and four Masters students will join the team in 2018.



Dr Funke Omidire

## PROMOTIONS

## Prof Rinelle Evans to Full Professor

Prof Rinelle Evans holds a Doctorate in curriculum and instructional design with special reference to instructional communication via television technology. She also obtained a Master's degree (*cum laude*) in teaching English to speakers of other languages from the University of Birmingham, England. She is involved in teacher education and facilitates modules related to literacies, communication skills and language teaching methodology in the Faculty of Education, University of Pretoria. Her academic interests relate to English language teaching, instructional design and communication, and language-in-education matters.

Prof Evans is an NRF rated researcher and has published articles in refereed journals as well as several academic textbooks and support material for English language learners. Her most recent scholarly work co-authored with a Canadian counterpart is titled: *Complex classroom encounters – A South African perspective*. She is currently engaged in a research project to determine the nature and quality of English used by pre-service teachers while engaged in their Workplace Integrated Learning with the view to providing scaffolding to develop their linguistic confidence and oral proficiency in Classroom English. On numerous occasions in her career, her innovative teaching style and contribution to education has been formally acknowledged.



Prof Rinelle Evans

## APPOINTMENTS

## Ms Nosipho Jaca

She has been a teacher for eleven years and a Head of Commerce Department for five years. She has a Master's degree in Education Management Law and Policy. Her Master's dissertation was about 'The leadership role of the Head of Department in the teaching of Mathematics in primary schools'. She is a final year PhD candidate in Education Management Law and Policy. Her thesis is about 'Experiences of transition from a teacher to the Head of Department'. She is a lecturer in the Department of Education Management and Policy Studies offering teaching methodologies for Accounting, Business Studies, Economics and Tourism to the 2nd and 4th year students.



Ms Nosipho Jaca

## Dr David Sekao

Dr David Sekao was appointed in the Department of Science, Mathematics and Technology Education. He holds a PhD (Mathematics Education) from the North West University. He has a long experience in the education field and has been in the employ of the Department of Basic Education (DBE) for 28 years. His experience in mathematics education started from being a teacher and then a mathematics subject advisor in the Tshwane North district in Gauteng Province.

By joining the Department of Science, Mathematics and Technology Education, he intends sharing and using his experience to contribute meaningfully to the preparation of new teachers and to bridge the gap between policy, initial teacher education and practice. His vision is to ensure that the University of Pretoria becomes the leader in producing teachers who are well grounded in pedagogical skills required for the 21st Century learners. His research interest is in 'The effective teaching and learning of mathematics' and specifically using assessment to enhance instructional decision-making'.



Dr David Sekao

## Mr Edward Matabane

Mr Edward Matabane was appointed as lecturer in the Department of Science, Mathematics and Technology Education. He is also coordinating the new Technical and Vocational Education programme. He was born in Limpopo Province where he did a BSc degree at UNIVEN and MSc at the University of Limpopo. His field of research was topology. He also completed at PGCE at Unisa. He was a teacher at Saint Stithians College and also a teacher at Lebone II College. He was a Mathematics Lecturer between 2012 and 2017. He just completed a Postgraduate Diploma in Higher Education at Rhodes University.



Mr Edward Matabane



## Ms Celeste Combrinck

Ms Celeste Combrinck worked at the Centre for Evaluation and Assessment (CEA) at the Faculty of Education, University of Pretoria since February 2012 as a researcher. In January 2018, she was recently appointed in the Department of Mathematics, Science and Technology as a lecturer in Assessment and Quality Assurance (AQA).

Ms Combrinck experience is mainly as a practitioner in psychological and educational research. At the CEA, she was responsible for quantitative data analysis, project management and planning, report and proposal writing as well as client communication and management. She has a Master's Degree in Research Psychology from the University of Pretoria (*cum laude*) and is currently completing her PhD in Psychology at the Department of Psychology on the University of Pretoria's Hatfield campus. She has more than 9 years of experience in planning, executing and managing a wide variety of research projects, both qualitative and quantitative. She has managed and completed projects for the Michael and Susan Dell Foundation (MSDF), the Zenex Foundation and Higher Education South Africa (HESA). She was the project manager for the most recent implementation of the Progress in International Reading Literacy Study (PIRLS 2016).

Her academic interests include test design and development (applying the Rasch model); Structural Equation Modeling (SEM) and research design and methodology in the social sciences. Ms Combrinck regularly presents at both national and international conferences.



Ms Celeste Combrinck

## Mr Ernest Nkosingiphile Mazibe

Mr Ernest Nkosingiphile Mazibe has been appointed as a lecturer in the Department of Science, Mathematics and Technology Education. He obtained his Master's degree (*cum laude*) with a dissertation which examined the comparison between captured and revealed pedagogical content knowledge (PCK) about graphs of motion.

He has presented papers at national and international conferences and has been involved in the development of Physical Sciences' in-service teachers. Before joining the University of Pretoria as a staff member, Mr Mazibe taught Physical Sciences in Pretoria Technical High School for three years. He is currently enrolled for a PhD, for which he is furthering his studies in the field of PCK in science education.



Mr Ernest Nkosingiphile Mazibe

## Dr Nevensha Sing

Dr Nevensha Sing holds the degree of Doctor of Philosophy in Higher Education and that of Master's of Education, in Leadership, Management, and Policy Studies, from the University of the Witwatersrand. She was appointed in the Department of Education Management and Policy Studies. Dr Sing completed her Postdoctoral Research Fellowship at the Ali Mazrui Centre for Higher Education at the University of Johannesburg. Her research skills and experience are focused on narrative research, student experience, student vulnerability, and students at risk, support, and retention.

Dr Sing's research interests among others are on the Internationalisation and Globalisation of Higher Education. She is also passionate about teacher professionalism, and the preparation of new teachers for understanding policy and practice. Dr Sing attributes her communication proficiency to extensive experience in education as she brings with her a strong and valued background of working with learners, students, parents, staff, management, and stakeholders at all levels in the education field.



Dr Nevensha Sing

# Focus on Research Indaba

The Faculty boasted an exceptional group of postgraduate students at the Research Indaba. Congratulations to all postgraduate students and their supervisors who presented at the Research Indaba on 4 October 2017.

The presentations were of an outstanding quality and could have stood their scientific ground at any international conference.

Prof Chika Sehoole, Dean, opened the Research Indaba and introduced this year's theme of 'Education Research for Change'. Prof Sehoole mentioned that in a time where so many are calling for transformation in various sectors of society, it is only appropriate that we, as the Faculty of Education, contribute to the necessary change and progress in our country.

As researchers, we are continually called to ask, explore, probe, challenge, inform, initiate dialogue, and learn. Indeed, we decide to engage in these actions, not only because they are natural parts of research, but also because doing so has become a responsibility and privilege too, of being part of the transformation of education and of so many other related areas, both nationally and globally.

The keynote presenter was Prof Stephanie Burton, Vice-Principal of Research and Postgraduate studies. She delivered an inspiring and thought-provoking keynote. In her keynote, she addressed UP and the Faculty's leadership role in postgraduate research and indicated in which areas UP research is unique.

The award nominations for 2017 were particularly challenging this year as there were exceptional abstract entries. After rigorous and multiple assessments by a multitude of reviewers in different departments of the Faculty of Education, the following award winners were nominated:

## The Research Indaba of 2017 award winners were:

- MEd (Novice research) - Stiaan Kamffer ('The cognitive role of mock-ups in novice industrial designers' hierarchical thinking process').
- MEd (Completed research) - Tsehlogatso Taukobong ('The visual literacy of Grade 10 Life Sciences learners in cytology').
- PhD (Novice research) - Janine Hechter ('An analysis of the nature of the relationship between conceptual and procedural knowledge in calculus tasks').
- PhD (Research in progress) - Felicia Agbagbla ('A professional development programme for Ghanaian kindergarten teachers to implement an indigenous play-based pedagogy').
- PhD (Completed research) - Dr Eugene Machimana ('Retrospective experiences of a rural school informing global citizenship as a higher education agenda').
- Best Presentation - Mia Beyleveld ('The dynamics of active learning as a strategy in a private higher education institution').
- The most methodologically innovative study - Philip Mirkin ('Preparing a feast: The effect of holistic, artistic devices on learner interest in Grade 9 Chemistry').

## R500 Bookmark vouchers for exceptional PhD completed studies:

- Niekie Blom with 'Exploring the cognitive mechanisms affecting learners' design choices during STEM tasks'.
- Henk Viljoen with 'Exploring a knowledge creating ecology within an Agile work praxis'.

## R500 Bookmark vouchers for exceptional MEd completed study:

- Linda Le Hanie with 'Teaching mathematics to oral hearing-impaired learners in an inclusive school'.
- Matabe Modiba with 'Experiences of Life Orientation teachers in teaching Career Guidance in rural high schools'.



Prof Johan Wassermann announced the winners at the Research Indaba



Dr Michelle Finestone with Stiaan Kamffer



# The Research Indaba of 2017 AWARD WINNERS



*Dr Michelle Finestone with Felicia Agbagbla*



*Dr Michelle Finestone with Dr Eugene Machimana*



*Dr Michelle Finestone with Janine Hechter*



*Dr Michelle Finestone with Mia Beyleveld*



*Dr Michelle Finestone with Philip Mirkin*



*Dr Michelle Finestone with Tsehgogotso Taukobong*



**National  
Research  
Foundation**

## rating in the Faculty

The Faculty would like to congratulate the following colleagues on their attainment of rating status by the National Research Foundation:



*Prof Estelle Gaigher*



*Dr Ruth Aluko*



*Dr Marien Graham*

- Professor Estelle Gaigher in the Department of Maths Science and Technology Education for C2 rating
- Dr Ruth Aluko in the Unit for Distance Education for C3 rating
- Dr Marien Graham in the Department of Science, Mathematics and Technology Education for Y1 rating

## Design cognition's far-reaching research

The research of Dr Grietjie Haupt from the Department of Science, Mathematics, and Technology Education, on studying 'Design Cognition', also known as 'design science' will provide far-reaching analysis.

The purpose of the research is to gain an in-depth understanding of the complex and dynamic nature of design thinking as a generic concept that can be applied to all disciplines falling under the umbrella term 'design'. This includes engineering, product design, architecture, graphic design, fashion design.

The methodology to design an entirely new curriculum for the undergraduate subject 'Design and Technology Education' will mirror the generic cognitive characteristics of professional designers.

This requires studying real-time design thinking as represented in the computational 'think aloud' protocols talking and sketching when solving real-life problems by producing

plans for useful artifacts. The application of Dr Haupt's theoretical framework, known as extended design cognition, on the content and structure of the D&T curriculum, was subsequently honoured with an Education Innovation reward of the University of Pretoria in 2011.

Following this award, Dr Haupt's conceptualisation of the characteristics of engineering problems and the types of thinking necessary for solving mining engineering problems has since been adopted in the Faculty of Engineering, Built Environment and IT.

The first full-scale project was the PhD of Dr Haupt in 2013, co-supervised by the internationally renowned Prof Marc de Vries from Delft University of Technology. Dr Haupt was subsequently invited as guest speaker at different seminars.

Following this project, several MEd and PhD students have become engaged in research on the cognitive dynamics in contexts

including Technology Education learners' design project work, 'Industrial Design' project work and Engineering Graphics and Design within Industrial Design Education contexts.

Dr Haupt is investigating the cognitive effect of the structure of the Internet on the deep thinking skills of postgraduate students to solve higher order curriculum development and design programmes.



*Dr Grietjie Haupt*

## Elected to participate in TAU

Dr Lizette de Jager from the Department of Humanities Education was elected to promote strength, courage, leadership and even wisdom and protection. She was invited to participate in the TAU programme.

The aims of the TAU programme are to contribute towards the enhancement of teaching and learning in higher education in South Africa. This is enabled by supporting the development of a cadre of academics across institutions and disciplines as scholars, leaders, and mentors in their fields. The programme enhances the status and stature of teaching and popularises the understanding of teaching excellence in varied institutional and disciplinary settings.

TAU is modelled on the highly successful Philadelphia-based Foundation for the Advancement of International Medical Education Research (FAIMER) programme – see <http://www.faimer.org/education/fellows/index.html>, and on the work of the South African branch of this programme, SAFRI.

TAU works with experienced academics who are recognised for teaching excellence, to build a cadre of teaching and learning leaders who could serve as role models and who could support the professional development of their colleagues within their department or institution.

For this purpose, TAU provides an opportunity for high-level engagement for some 50 participants from across South Africa, from all public universities and from a wide range of disciplines.

TAU seeks to maximise participant involvement by regular group engagements with a wide range of topics and issues, and specifically through placing each participant in an enquiry group, which supports their work on individual and group projects. Each enquiry group is further supported by an advisor with considerable experience of educational development and the higher education system.

The programme is structured in terms of

the three TAU golden threads: deepening the understanding of teaching excellence in local contexts: the Scholarship of Teaching and Learning (SOTL), and becoming a change agent. The contact sessions combine inputs around current pressing debates, group discussions, and creative sessions, with time for participants to become acquainted, to reflect, and to work on their individual projects.



*Dr Lizette de Jager*

# Dr Thiru Vandeyar - tools for data and research

"With using online tools such as Google Forms and Google sheets, I have transformed the manner in which we collect data relating to staff research outputs".

"Not only does this system collect data in real time, it also allows for an almost instantaneous method of analyzing and disseminating research outputs data. Previous attempts of data collection relating to faculty research outputs was paper based and existed in static spreadsheets or databases", said Dr Thiru Vandeyar from the Department of Science, Mathematics and Technology Education (SMTE).

These static systems led to duplication of data, involved numerous 'data capturers' and inconsistent reporting to relevant stakeholders. Using Google collaborative tools has transformed this process to effectively and efficiently collect and disseminate data on faculty research outputs, simultaneously reducing bureaucracy and academic's frustration of reporting to multiple stakeholders. The system was effectively piloted in the SMTE department and now is planned for implementation across all departments in the Faculty of Education.

Currently, various workshops have been conducted with RESCOM members with unanimous support to roll out the system for faculty wide use. This reporting system functions effectively across various digital devices, thus enabling faculty members to update the status of their publications seamlessly and ubiquitously. The creative use of Google collaborative tools also equipped the developer to instantaneously receive notification on each research output submission. Coupled with this is the development a mobile app that allows the end user to synchronously monitor faculty publications. Similar systems are now in place within the SMTE department, to systematically report on M&D student progress. At a recent workshop, SMTE faculty were also privy to the use of Google Tools for research purposes.

## Currently, Dr Vandeyar is involved in three research projects:

- ICT - Agents of Change, in which the focus of the research is on exploring pedagogical shifts that some teachers are making in their use of Information and Communication Technology
- Exceptional Patterns of ICT Integration, focusses on innovative ways in which teachers are using ICT in their practice
- Youth and Education in Post-conflict society: Tracing pre-service teachers' use of social networking tools, ICT, mobile technology skills and competency



Dr Thiru Vandeyar

## Current research publication

A research chapter co-author publication in a book *The Anthropology of Education* (due in 2018), entitled '*What Does an Anthropologist, of Educational Policy Do? Methodological Considerations*' Edmund T. Hamann and Thiru Vandeyar.

## Personal interest with technology for teaching and learning

Dr Vandeyar is passionate about exploring the use of ICT into the pedagogical practice of teachers. Acknowledging the significant digital divide in our schools, it is my belief that teachers may use a variety of open sources software, open educational resources, shareware and an abundance of free mobile apps to enhance teaching and learning. I have seen teachers use low end technologies in innovative ways to enhance their teaching.

His research also encompasses the exploration of various types ICT for a teaching and learning context. Various apps are used in my teaching from creating multimedia infused interactive Concept maps (huge pedagogical benefit), to cloud based LMS, Google collaborative tools and mobile technology for formative assessment and classroom management.

"Currently I am exploring two new technology tools, namely the Swivl, and the Raspberry Pi. The Swivl is a video apparatus that tracks the user. This tool is being used for two distinct purposes". First, this tool is a perfect way to become a reflective practitioner. I use thus in my lectures to enhance the way I teach. This apparatus hold immense promise for a teaching practice model. The tool also lends itself perfectly to hybrid teaching methods. Significantly this tool also doubles-up for research by observing teachers in their classrooms setting without the need for the researcher to be physically present".

He is also exploring the possibilities that the Raspberry Pi may offer to both teaching and learning. This micro-computer has huge potential to develop learners as programmers in their formative years, learning about Robotics and the 'Internet of Things' (IOT).





# FIRST-GATE Project in Support of Health and Wellbeing

The FIRST-GATE project (Food Intake and Resilience Support: Gardens as Taught by Educators) is a broad research project that has been funded by the National Research Foundation (NRF) of South Africa since 2015.

The project builds on two other funded projects – STAR (Supportive Teachers Assets and Resilience), and SHEBA (Supporting Home Environments in Beating Adversity), where teachers and volunteers respectively have initiated school-based projects in support of the psychosocial well-being of vulnerable school-communities since 2003.

The focus of the FIRST-GATE project more specifically falls on teacher-to-teacher transferral of knowledge and skills on potential ways in which school-based vegetable gardens can support nutritional intake, health and well-being within vulnerable school-communities.

Nine primary schools in the Eastern Cape Province, South Africa, are involved as partners in the FIRST-GATE project. Following a cycle of initial data generation sessions with some of the schools in 2015, two colloquiums were hosted – one in March 2016 and the other in May 2017. School principals and teachers of

the participating schools, Department of Education officials, as well as other relevant stakeholders participated in these conversation opportunities, thereby gaining ideas from peers who have been encountering similar challenges and successes in promoting the health and well-being of vulnerable youth and communities.

The most recent colloquium, held in May 2017 was attended by 37 school-partners and several Department of Education officials, amongst others the District Director of the Nelson Mandela Metropole. After a session with school principals and Department of Education delegates, which focused on the role of principals and leadership in successful school-based projects, the conversation around the value and sustainability of school-based vegetable gardens continued. The participating schools each had an opportunity to share their success stories and lessons learned with the rest of the delegates.

Following these presentations, each school planned the next phase of their gardens, and formulated related goals. In this way these conversations provided a platform to share information, strengthen partnerships and promote continued sustenance of

school-based vegetable gardens within school-communities. In addition to their presentations and planning of next steps, participants reflected on the value of school-based vegetable gardens for learners in the school as well as the community on a broader level.

The next phase of the FIRST-GATE project involves continued monitoring and evaluation. In following a Participatory Reflection and Action (PRA) approach this implies school visits and ongoing observation and reflective discussions with teacher-partners.

In addition to the core research team consisting of Prof Ronél Ferreira (Project Leader), Prof Liesel Ebersöhn (Director: Centre for the Study of Resilience), Ms Karien Botha (Department of Educational Psychology) and Prof William Fraser (Department of Science, Mathematics and Technology Education), several postgraduate students (Ms Cleopatra Chambati, Ms Janine de Bruin, Mr Stephan Dippenaar and Mr Jean Louw) as well as a postdoctoral fellow, Dr Chris Mauki, are involved in the project.

## Ghana workshop proves fruitful for academic

The International Society for the Study of Behavioural Development recently held its 12th African Regional Research Workshop in Ghana, University of Education, Winneba. The Theme of the workshop was: 'Research into Adaptive Behaviours in Context of Change'.

One of our lecturers, Ms Zelma Mokobane, from the Department of Humanities Education, was sponsored by the society to attend this informative and productive event. She presented her ongoing PhD study at the workshop.

"I received a wealth of positive comments which I will adopt to strengthen my PhD. There was also the opportunity to network and to collaborate with early career scholars for research publications," she said.



Ms Zelma Mokobane

# TEARS research strategy

## a milestone in lifestyle education

A collaborative study involving local and international researchers has created an intervention strategy to help improve lifestyles of school children in South Africa.

Referred to as TEARS (theory, education, application, research, satisfactory outputs), the strategy aims to instil good lifestyle and eating habits into school learners to address the growing crisis of preventable diseases in South Africa.

Learners in informal settlements and rural areas are negatively affected by high levels of poverty, made worse by poor healthcare coverage. This means that maintaining healthy lifestyles presents a challenge. While children in these communities have faced problems of undernutrition and malnutrition for many years, more recently, lifestyle diseases like diabetes and obesity are becoming major health concerns in South Africa.

These issues cannot be dealt with in isolation, as they can affect teaching and learning in these communities by impacting the learners' physical activity, nutrition, and social well-being. The researchers, led by Professor Peet du Toit, Professor Ronêl Ferreira and Ms Gerda Gericke of the University of Pretoria, Professor Sanford Rikoon of the University of Missouri, and researchers at Fordham University in New York, believe in addressing these issues to facilitate a better learning and teaching environment.

"We created a manual for schools to empower the children and support their well-being and promote health interventions," says Professor Du Toit. "At the same time, university students can use the platform to further their careers, increase their research output and give vital presentations at conferences."

The team conducted this research project at three township schools (grades 4 to 6) in the Bronkhorstspuit area, and two schools (grades 1 to 3) in the Pretoria region. Breaking down the TEARS model into its component parts shows how Du Toit and the team went about their research:

- 'T' stands for theory, which is the driving force behind the idea to empower children at these rural schools to help drive social change in their communities.

- 'E' stands for the education that Du Toit and the team have provided to increase the children's emotional functioning, nutritional status, and physical activity levels.
- 'A' represents application of the educational process which was achieved through testing and evaluation days at the schools.
- 'R' represents the research that was conducted using data collected at schools. This was applied to develop a suitable intervention plan that would support positive change in these communities.
- 'S' represents the satisfactory output in the form of a multidisciplinary health promotion intervention called WinLife (Wellness in Lifestyle Intake Fitness and Environment). WinLife focuses on the nutrition, physical fitness, and emotional function of the children participating in the programme.

Unlike previous similar projects that often end after the research had been concluded, with no subsequent intervention, Du Toit and his team followed up with the WinLife intervention. The researchers also applied the same principles in New York schools, and Du Toit hopes to compare SA and US data. "We can compare our combined data and then go to the Department of Basic Education in South Africa, and its equivalent in the US, and show them the difference that we have made with our pre- and post-test research approach, as well as with the intervention," Du Toit says.

The WinLife intervention plan spanned six weeks, during which the team would go back to the schools to give the children advice on nutrition, social well-being, and physical activity. The researchers formed groups with the children to show them how they could do the exercises at home as well.

Prof Du Toit and the team noticed a difference in the children's knowledge about nutrition, physical activity, and social well-being. They also noticed differences between the pre- and post-test data. An example of this is a measurable improvement in the children's muscle endurance, body composition and cardiovascular fitness.

The project has been such a success that the parents, teachers and principals of learners involved in the research specifically requested more sessions of this nature. This research forms part of special projects undertaken by researchers affiliated with the DST-NRF Centre of Excellence in Food Security, as well as the University of Pretoria's Institute for Food, Nutrition and Well-being.



# 'Science made Sensible'

## programme proves great success

The Science Made Sensible (SMS) programme, initially funded by the National Science Foundation (NSF), began in 2007 as a partnership between the University of Miami (UM), Florida, US, and a consortium of public middle schools (grades 6-8) in Miami.

UM postgraduate students in science, technology, engineering, and mathematics disciplines worked with middle school science teachers to engage learners in science using inquiry-based, hands-on activities. In 2009, the SMS programme was exported to South Africa with additional NSF funding.

The goals of SMS in South Africa included sharing information about each country's education system, discussing pedagogical techniques used in the classroom, and developing inquiry-based natural science lesson plans that could be used in both Miami and Pretoria classrooms.

Initially, Miami middle school science teachers and UM postgraduate students in STEM worked with science teachers, undergraduate students, and learners at several primary schools in Pretoria. In 2010 and 2011, the SMS program were expanded to include three primary schools and the number of days spent in the schools were lengthened to two weeks.

Following completion of NSF funding, the SMS programme was institutionalised and has since undergone further modification to include UM undergraduate students. Since 2013, four undergraduate students from UM's School of Education and Human Development were selected by the SMS programme director, Prof Mike Gaines of UM, to participate in the program.



*Prof Rian de Villiers*

Prof Rian de Villiers liaised with the Pretoria schools each year to determine which Pretoria science teachers would participate in SMS. Participants were divided into teams, each consisting of one UM undergraduate student, one University of Pretoria (UP) undergraduate student and one Pretoria science teacher. The UM students paired with the UP students and spent almost three weeks in the Pretoria schools.

The South African programme revealed several similarities and differences between South African and American education system. The research showed that the Pretoria science curriculum was continuously updated as in Miami, and the themes and topics were taught uniformly within a specific time frame. Language barriers in the classroom were a problem common to both Pretoria and Miami.

The teacher-learner relationship was much more formal in the Pretoria schools than in Miami schools. Another difference was the sense of community. There was a strong sense of community in the Pretoria schools not always apparent in the Miami schools.

The SMS programme implemented in Pretoria schools over the past nine years can be hailed as highly successful. The Pretoria science teachers strongly agreed that having the SMS team in their classrooms introducing SMS activities was very effective.

## Excellent PsySSA to Psychologist

In September 2017, Prof Kobus Maree was awarded PsySSA's Fellow Award (Lifetime Award in recognition of a person who has made exceptional contributions to Psychology in her/his life. This was made at the PAPU Congress in Durban.

This prize was awarded in recognition of a significant contribution to psychological science by a current or past scholar or team of scholars. A triple doctorate, Prof Kobus Maree (past and present editor or deputy editor of a number of scholarly journals), has received multiple awards for his work in Africa.

A B1 rated researcher, he has authored or co-authored 100+ peer-reviewed articles and 60+ books/ book chapters on career counselling and

related topics since 2009. In the same period, he supervised 30 doctoral theses and Master's dissertations and read keynote papers at 20+ international and at 20+ national conferences. Kobus, who has spent much time abroad as a visiting professor in various countries, was awarded a fellowship of the IAAP in 2014.

The Vice-Chancellor and Principal of the University of Pretoria, Prof Cheryl de la Rey, as well as our Vice-Principal, Prof Norman Duncan, are former recipients.

PsySSA advances South African psychology as a science and profession of global stature and promotes psychological praxis as relevant, proactive and responsive to societal needs and well-being.



*Prof Kobus Maree*



# Curriculum transformation symposium held



*Prof Everard Weber, Head of the Department of Education Management and Policy Studies, who participated in the event; Prof Ina Joubert, Head of the Department of Early Childhood Education and Dr Roy Venketsamy who was part of the arrangements.*

She spoke fervently about the necessity of being adaptable and accommodating in any situation. "Transformation is not about changing someone else, it is about being the change you want to see," she said.

Two of our students, Mr Andrew Webster and Ms Tamzin Neville Moss, shared their experiences as students at University of Pretoria. Andrew, being the first male student in the ECE department, praised the University for graciously accepting a male in the Foundation Phase and his message was that more males should enrol for the BEd Foundation Phase.

Ms Tamzin also praised the ECE department and the values it upheld, namely "trust, respect, commitment, and responsibility." She agreed that all students are constantly supported to achieve their optimal potential.

The Department of Early Childhood Education (ECE) held a successful 'Curriculum Transformation symposium' on 12 September 2017. The theme of the symposium was 'Making curriculum transformation alive and visible at the University of Pretoria.' The symposium addressed pertinent issues on curriculum development and transformation in South Africa since democracy was instituted. Our presenters were experienced and skilled delegates from different sectors of education.

The keynote speaker was Ms Jenny Kinnear, an education consultant and ex-Director of Curriculum (GET) at the Department of Basic Education (DBE). Her message focused on the development and transformation of the curriculum since the days of Outcomes Based Education until the birth of the Curriculum and Assessment Policy Statement (CAPS).

She eloquently addressed staff and students on the need for curriculum refinement and strengthening to meet the needs of the 21st century. Another praiseworthy presenter was Mr James Ndlebe (Director: School Management and Governance – DBE). His presentation focused on the role and responsibilities of School Governing Bodies, Student Representative Councils, and Principals as school managers.

He indicated the important role played by each stakeholder in school governance and management to improve the quality of teaching and learning. We were also fortunate to host Ms Matikwa Constance Mkhize, an educator at Halfway House in Midrand. She shared her experience as a female black Head of Department in an ex-Model C school. Her experience and challenges were a revelation to the audience.

The symposium ended with a valuable engagement between the presenters and the audience, the ECE Department's ethos leaving a lasting impression - 'Today, I have transformed arrogance into humility, laziness into commitment, directionless-ness into directedness, greed into generosity, vengeance into forgiveness, envy into compassion, hatred into love, and, ultimately, anxiety into fulfilment and happiness'.



*Of assistance at the event were: Takalani Tshabalala; Bongzi Langa; Emile Gouws; Siphwe Mahulane and Ms Boitumelo Kube (staff member)*

# Educational Psychologists attend congress

The Psychological Society of South Africa (PsySSA), in collaboration with various African psychology societies and universities, under the auspices of the Pan-African Psychology Union (PAPU), organised the first-ever continental psychology congress. The theme of the congress was 'Psychology for Society'.

The focus aimed to highlight the ideals to which the discipline of psychology should be striving for. These include achieving a better and fairer world where well-being is enhanced, reducing inequalities, tackling human rights abuses, and health-related challenges. The congress took place in Durban, KwaZulu-Natal, in September 2017.

The team from the Department of Educational Psychology that attended the congress included Prof Salomé Human-Vogel, Prof Ruth Mampane, Dr Maximus Sefotho, Dr Suzanne Bester, Dr Alfred du Plessis and Dr Funke Omidire.

The symposium was titled 'Resilience-enhancing approaches that inform educational psychology interventions in South Africa'.



*Present at the congress were from left: Prof Salomé Human Vogel (Deputy Dean); Dr Maximus Sefotho; Dr Funke Omidire; Prof Chery de la Rey, Vice-Chancellor and Principal of UP; Prof Ruth Mampane, Head of Department of Educational Psychology and Prof Linda Theron*

There were five presentations at the symposium:

- 'A survey of educational psychologists' utilisation of dynamic assessment' – Dr Suzanne Bester and Dr Alfred du Plessis
- 'Disability: Expressions of resilience as social inclusion through the transition into the world of work' – Dr Maximus Sefotho
- 'Identity and meaning in relation to self-regulation, commitment and achievement' – Prof Salomé Human-Vogel
- 'The development of critical thinking skills as an enabler of resilience in multilingual environments' – Dr Funke Omidire
- 'Acknowledgement of cultural practices and belief systems as an enabler of family resilience' – Prof Ruth Mampane

## Acting Director of CEA at PAPU 2017 congress

Ms Celeste Combrinck, Acting Director of the Centre for Evaluation and Assessment (CEA), attended the first-ever continental psychology congress at the Durban International Convention Centre in Durban in September 2017.

The Pan-African Psychology Congress is held every three years under the auspices and direction of the Pan-African Psychology Union (PAPU). The theme of the congress was 'Psychology in Africa' and was declared officially open by Prof Saths Cooper, the president of PAPU, who welcomed everyone.

Among invited presenters from across the African continent were the Vice-Chancellor and Principal of the University of Pretoria, Prof Cheryl de la Rey; Prof Kennedy Amone-P'Olak (Botswana); Prof Tarek Bellaj (Tunisia); Dr Hussein Bulhan (Somalia); Prof Regis Chireshe (Zimbabwe) and Prof Soraya Seedat (South Africa). Ms Celeste Combrinck presented on 'Unpacking methodological norms for fair and valid assessment'. Ms Combrinck is currently completing her doctoral studies at the University of Pretoria's Psychology Department.

There was a strong assessment stream at the congress, which included both educational and psychological assessment practices and research. Professor Geisinger, the Director of the Buros Center on Testing in the US, presented on guidelines for good testing practice from the International Test Commission (ITC). Other assessment presentations included guidelines on quality in scoring, test analysis, and reporting, as well presentations on adapting tests. Assessment in low resource settings was another area investigated and reported on at the congress.



*Ms Celeste Combrinck*



## Internationally acclaimed **opera** singer

Ms Linette van der Merwe from the Department of Humanities Education is a well-known opera singer. A lecturer in Afrikaans but outside the Faculty, her focus is on singing.

She was born in Pietersburg (now Polokwane). Her earliest recollections of music were associated with her mother regularly borrowing records and being involved in an opera group. There was always music in their house. She remembers how her sister Estelle and her used to play her mother's Reader's Digest opera records and made up our own stories around the music. They later lived in Nylstroom and Durban and she matriculated in Middelburg (Mpumalanga). She naturally always sang in the school choir, and when she was in high school she sang with the Oos-Transvaalse Jeugkoor, now known as the Mpumalanga Jeugkoor. Her instructor was Esmé Solms.

As a student of the University of Pretoria, she studied singing as a subject for her BA degree with Lize Thomas. This was with special permission of the Dean of the Faculty of Literature and Philosophy, Prof Wouter de Wet, to whom she will be eternally grateful.

Since 1999, she was coached by the legendary soprano Emma Renzi, and we meet regularly.

She has performed primarily in South Africa, and sometimes in Europe. Her husband, the tenor Chris Mostert, has been involved with productions of Donizetti's *L'elisir d'amore* in Croatia. Last year, Linette went there to work with the production manager and realised that South Africans can be ranked among the best in the world.

Highlights in her career includes wonderful concerts and productions with highly skilled and talented singers, directors and conductors. What does really stand out for me was the chance to work with directors Gerhard Korsten and Carlo Franci, and even Prof Angelo Gobatto. They demand the very best from their artistes and it is a privilege and honour to work with them. 'Sempre Opera (founded in 2011) is a commissioned production of Verdi's *La Traviata* in Stilbaai, Western Cape for the stage. "We are preparing for a production of *Carmen* (Bizet) in 2018 which will be performed in Nelspruit and Johannesburg", she said.

"As long as there are people who have a love for opera, listen to it and share this passion with your children, there is always hope, and hope never fades. There is definitely a renewal of interest among the youth of South Africa and it reflects in their attendance at



*Ms Linette van der Merwe*

classical concerts and opera productions.

There is so much local talent that have successful careers abroad, in particular artistes such as Kelebogile Besong, Levy Strauss and Pretty Yende", she said.

They are role models and motivate young singers to pursue classical music. "We will keep creating opportunities to foster opera and classical music, albeit on a smaller scale. In the long run, bit by bit, who knows, the glory of the former days could well shine again".

## Three-fold keynote mission of **Prof Kobus Maree**

Prof Kobus Maree from the Department of Educational Psychology accepted an invitation to Chair a plenary session entitled 'Integrating approaches and paradigms to career counselling and life design to promote sustainable decent work' at the International Conference on 'Decent work, equity and social inclusion: Research and practice which was held in Padua, Italy in October.

Prof Maree's plenary paper was entitled 'Promoting sustainable decent work: Integrating approaches and paradigms to career counselling and life design'.

He also accepted an invitation to read a keynote at the 1st Pan-African Psychology Union (PAPU) Congress in Durban in September 2017. The theme of the congress was: 'Psychology for society', including a keynote entitled 'Improving people's (career) adaptability and (career) resilience to promote their employability, help them find sustainable decent work, and alleviate poverty'.

Lastly he was also invited to read an invited keynote address at the four-yearly International Congress of Psychology (ICAP), which will occur in Montreal, Canada, in June 2018. The congress theme will be applied 'Psychology: Connecting Science to Solutions'. The title of his keynote was 'Life design, sustainable employability and decent work in resource-scarce, diverse settings: Paradigm shift, paradigm adjustment or mission impossible?'



*Prof Kobus Maree*





Front from left: Dr Anna-Barbara du Plessis; Dr Annelize du Plessis; Ms Maesala Thabe; Prof Liesel Ebersöhn; Dr Maximus Sefotho; Prof Ruth Mampane (Head of the Department); Prof Ronel Ferreira; Dr Marlize Malan-van Rooyen; Ms Marica Foxcroft, Back: Ms Mardeleen Muller; Prof Kobus Maree; Dr Funke Omidire; Ms Karien Botha; Ms Safia Mohamed; Ms Mpumi Mafafo; Dr Suzanne Bester; Prof Linda Theron and Dr Alfred du Plessis

## ‘Together we are stronger’ theme fuelled at bosberaad

The Department of Educational Psychology held their annual bosberaad on 30 and 31 October at the Village Ridge Boutique Hotel, under the guidance of their Head of Department, Prof Ruth Mampane.

During these two days, the department reviewed its performance during 2017. The department members collectively reflected on the content of their academic programmes, their teaching and learning strategies as well as research outputs and contributions. Reflections further focused on holistic and relevant training of future educational psychologists in diverse South African contexts.

In line with the University's #FLY@UP and #graduateontime initiatives, the department collectively planned for 2018. During the bosberaad, the Dean of the Faculty of Education, Prof Chika Sehoole, shared the faculty's five-year plan, focusing specifically on priorities for the Department of Educational Psychology.

The bosberaad created an inspiring space in which each departmental member had the opportunity to make a meaningful contribution to how they as individuals and the department could adapt current strategies.

Planning included strategies to support students for optimal benefit from the course modules, diverse practical training and research endeavours. The department aims to enable the students to become competent educational psychologists and potential researchers who can further transform educational psychology in South Africa.

The department's members were asked to describe their experience of the bosberaad using one word. Their contributions to this request emphasised the theme of the event, namely 'together we are stronger'. The words included: 'synergy', 'collaboration', 'togetherness', 'team', and 'collegiality'.

They concluded that collaborating as a team was not only about being stronger but also created positive experiences that encouraged and motivated a department to strive for realising future goals as reflected by the following words: 'inspiring', 'enriching', 'refreshing', 'creative', 'appreciation' and 'greatness'.

Prof Mampane believes that the strength of a department lies within its ability to collaborate and function as an interdependent unit. "The motto of the Department of Educational Psychology is: 'Together we are Stronger', which is fuelled by the Sepedi proverb: Tau tša hloka seboka di šia. Ke Nare e hlotša."

# Academic in Austria

*Dr Charity Meki-Kombe*



Dr Charity Meki-Kombe, a Postdoctoral Fellow in the Department of Education Management, Law and Policy (EMPS) was among researchers and practitioners invited to attend the Session 589 - 'Learning from the Past: Sharing Experiences across Borders to Combat Extremism' seminar.

The activity which was held at Schloss Leopoldskron in Salzburg, Austria in November 2017 brought together participants from across the globe who explored and debated the most effective ways to study and combat rising intolerance and extremism, and to promote peace, understanding, and human security within their own societies. Session 589 is part of the Salzburg 'Global's multi-year Holocaust Education and Genocide Prevention Programme', which has been held in partnership with the United States Holocaust Memorial Museum since 2010.

Dr Meki-Kombe participated in the seminar as part of the collaboration between the University of Pretoria and University of Leeds to evaluate a project known as the 'Change Makers Programme' (CMP) piloted in South Africa and Rwanda. Using lessons from the Holocaust, apartheid and genocide in Rwanda, the objectives of the CMP is to build resilience, encourage resistance to extremism and to inspire the new generations that did not live through the atrocities that impacted both countries to become up-standers and leaders of change. The CMP was evaluated in order to assess its effectiveness and possibility of expansion across other African countries in 2018.

# Teaching an African language is teaching culture, identity, pride

Ms Connie Makgabo is one of the new African Language lecturers in the Department of Humanities Education. "Teaching an African language is not just teaching a language but teaching a culture, an identity, guiding students to take pride in who they are," she said

Ms Makgabo taught Methodology in African languages to pre-service and in-service teachers. As a lecturer, she considered learning African languages as the first step to self-discovery. The university offers four languages. She is involved in teaching Sepedi and Setswana. The aim is to equip the student teachers with knowledge and 21st-century skills but also to instill a passion and pride as African language teachers.

Part of the main reason why the university offers the course in African languages is to restore the neglect that African languages had to suffer because of apartheid. During this period, African languages went through a phase of non-recognition and were reduced to minority languages.

As a result, teachers are not adequately trained to teach African languages due to the gap that was created. Consequently, some of the teachers in schools who teach African languages do so without proper training.

"My aim, therefore, is to ensure that as young teachers, they are taught not only to embrace and love their African languages but to equip themselves to be outstanding African language teachers who can speak with a lot of confidence, are well trained and teach with skill. It is important for them to know and understand that losing one's language is equal to losing one's identity. Ramagoshi emphasised this point when she said that the strength of a language is based on the fact that there is a strong inter-relationship between language and culture. As Kwame Nkrumah said 'I am not African because I was born in Africa but because Africa was born in me'," she said.

Culture has two aspects, the visible and invisible, or the tangible and the intangible aspects. The visible aspect of culture includes things like food, shelter, clothing, and interactions, just to name a few. The invisible, on the other hand, include hopes, values, aspirations, confidence, and so on. Since South Africa is a multicultural country, it is, therefore, important for the students to learn to avoid misunderstandings by striving to reach out to other people's cultures and embrace them.

African language teachers have a golden opportunity today, at this very moment to restore the dignity and rightful place of African languages in our society. They will be leading the nation to a better tomorrow by instilling an awareness of the importance of an African language. There is no better tomorrow if a person suffers from an identity crisis and if they do not know where they come from. My calling as an Africa language teacher is to send out a cohort of young leaders, not only to teach but also to celebrate their heritage as a reminder of who they are.



*Ms Connie Makgabo*





## Amazing project for first-year art students

Dr Raita Steyn, Art Lecturer, Department of Humanities Education, Faculty of Education, set her first-year students an amazing project. The students had to use the theme 'The Ugly' and with animated (preferable clay objects) making a video.

This assessment task is designed to give students the opportunity, to plan, produce, and reflect on a Creative Arts production through the exploration of creative arts media, materials, techniques, processes, and technologies, and understanding of their possible applications.

Students had to develop a stop frame animation with reference to the theme: The Ugly. They had to focus on the unwanted, discarded and aesthetically displeasing and transform them into beautiful pieces (could be a physical transformation or a concept). Students could use their phones, the QR code was a free download as well as

YouTube applications. It was all free apart from the data.

Dr Raita Steyn developed it further with the help of an old colleague from my high school teaching days. The QR codes were specifically developed after I was asked to bring new ideas for the Hybrid committee. The theme 'The Ugly' also was inspired by the events that took place during the Anti-Discrimination Week.

The props and storyboards were displayed with their QR codes so that smart phones could be used to access the video (via YouTube). Videos were also available in another class for those without access to smartphones.

The purpose was twofold: an awareness project depending on the students' target market and a digital technology was put to the test in the classroom for QR codes and



*Dr Raita Steyn*

YouTube. The aim is eventually to have subtitles in all the 11 official languages. QR codes were also given to students to scan and for peer review.

Everybody benefitted from the project. Students as well as the public, being the target market, the theme focusing on 'awareness', and the younger generation since it is animated.

## Research into poor student situation

Dr Talita Calitz, from the Department of Education Management and Policy Studies, participated in a CICOPS Scholarship at University of Pavia, Italy.

It was a Research Fellowship, which allowed her to conduct research as a part of an international team. The CICOPS project proposal looked at the complexity of universities in the 21st century in the Global South, and how higher education institutions could become more responsive to the needs of poor, marginalised university students?

This project details a Student Participation Index© adapted to the resources and needs of vulnerable undergraduate students, who must grapple with poverty while trying to participate equally in higher education. Drawing on the principles of sustainable human development, the project conceptualises these well-being indicators using a structural, holistic approach to the needs of students navigating higher education institutions.

The theoretical design of these indicators draws on functional medicine's commitment to individualised care, with a strong political focus on advancing justice through wellbeing. The project will be conducted in collaboration with Prof Enrica Chiappero-Martinetti who is based at the Department of Political and Social Sciences at the University of Pavia.

The study aims to utilise her multidimensional approach to poverty, inequality, and development, which has been developed using the human development and capability approach. The project draws on a South African case study, where the resources required for achieved wellbeing are unequally distributed, leaving many individuals vulnerable to exclusion and poor quality outcomes.

Research collaboration: Designing the Student Participation Index© - the primary aim of the scholarship was to collaborate with Prof Enrica Chiappero-Martinetti, based at the Department of Political and Social Sciences at the University of Pavia, Italy, a leading world-



*Dr Talita Calitz and Prof Michelle Rostan*

renowned political economist and founding member of the Human Development and Capability Association.

She met with Prof Michelle Rostan, Director of Higher Education Research Centre, and Dean: Student Affairs to discuss mutual interests in first-generation student participation and his surveys on student participation. Dr Enrica Ruare, project manager at the Department of Political and Social Sciences at the University of Pavia worked closely with logistical side of the research collaboration initiative and assisted with administrative matters.



# Focus on visual impairment studies



*Dr Funke Omidire, Ms Maesala Thabe, Prof Rumando Kok from the University of North West, Potchefstroom Campus, Prof Santoshi Halder, Prof Ruth Mampane, Head: Department of Educational Psychology and Dr Maximus Sefotho*

The Centre for Visual Impairment studies was visited by Prof Santoshi Halder, of the University of Calcutta in India. This was enabled by Prof Shakila Dada, of the Centre of Alternative and Augmentative Communication (CAAC) of the University of Pretoria. Prof Santoshi also visited the Faculty of Education to investigate inclusivity with staff members from the Department of Educational Psychology.

She brings to the table a wealth of experience, which she is eager to enhance and share with colleagues globally.

Prof Santoshi is an educational psychologist

with a passion for disability in general, but specifically working with autistic children. Part of her interest lies in the employment of people with disabilities and those with visual impairment. Prof Santoshi's work is driven by inclusivity. She has edited a book entitled *Inclusion, Disability and Culture: An Ethnographic Perspective Traversing Abilities and Challenges*.

The Centre for Visual Impairment Studies is at its infancy and it could benefit from a collaboration in relation to module development for visual impairment studies. Prof Santoshi is passionate about educational technology and is keen on developing

accessible modules for visually impaired learners. The centre is eagerly anticipating the potential collaboration that can be established between the University of Calcutta and the University of Pretoria.

During her visit to the Faculty of Education, colleagues in the department of educational psychology found common areas of interest in which Prof Santoshi works, such as language for 'inclusive learning and educational equity', nutrition and health for mothers, and gender-related issues.

The visit led to a short sojourn at The Living Lab for Innovative Teaching at the University of Pretoria (LLITUP) collaboratorium. Members of the lab introduced Professor Santoshi to different aspects of various technologies (hardware as well as software) on teaching and learning.

The collaboratorium is of interest to the Centre for Visual Impairment Studies as challenges abound in developing accessible learning material for visually impaired learners. This visit came at an opportune time when the centre for Visual Impairment Studies is eagerly seeking collaboration with practitioners with global footprints who can add value to development of a centre of excellence.

## Staff attends Physical Science workshop

Four staff members from the Department of Science, Mathematics and Technology Education (SMTE) were part of a professional development workshop hosted by Enterprises@UP and the North-West Department of Education.

The workshop was held in Mahikeng, for five days. Approximately 120 Physical Science teachers attended the workshop. During the workshop, the teachers received resource files, face-to-face training in both physics and chemistry topics as well as practical skills.

Mr Ernest Mazibe and Mrs Corene Coetzee delivered lectures on physics topics and Ms Kimera Moodley and Dr Portia Kawai covered topics in chemistry. The teachers did hands-on practical experiments that are prescribed by the CAPS syllabus. Various teaching methods were used to engage the teachers and identify misconceptions.

The workshop proved to be a fruitful experience for both the teachers and the staff involved. We would like to thank the SMTE department for this contribution to the professional development of Physical Science teachers.



*Dr Portia Kawai, Ms Corene Coetzee, Ms Kimera Moodley and Mr Ernest Mazibe*

# Book launch hosts experts in vital fields



*From left: Dr Ruth Aluko, Prof Ina Joubert, Head: Department of Early Childhood Education; Prof Everard Weber, Head: Department of Education Management and Policy Studies; Prof Chika Sehoole, Dean, Prof Rinelle Evans, Dr Denise Bentravato and Prof Kobus Maree*

A book launch was held in November by the Faculty of Education. The programme included a welcoming word from the Dean, Prof Chika Sehoole.

The following Editors introduced their books: Prof Rinelle Evans and Prof Ina Joubert – 'Introducing Children's Literature – A Guide for the South African Classroom'; Prof Everard Weber – 'A Home away from Home'; Dr Denise Bentravato – two publications – 'History can Bite: History education in divided and postwar societies'; 'Learning to Live Together in Africa through History Education'. Dr Ruth Aluko – 'Assuring institutional quality in open distance learning (ODL) in the developing contexts' and Prof Kobus Maree – 'Psychology of Career Adaptability, Employability, and Resilience'.

## **Introducing Children's Literature – A Guide for the South African Classroom - Prof Rinelle Evans and Prof Ina Joubert**

For several reasons, there is not a culture of reading in South Africa. Reinforcing this habit as well as encouraging an appreciation of books might address some of the educational challenges being faced. Teachers as change agents therefore need a sound understanding of the importance of reading beyond using it for learning.

The book also provides insightful information on the:

- Developmental stages of a child
- History of South African literature with particular reference to the oral tradition
- Role of the adult in establishing a reading culture
- Practicalities of introducing children to stories and literature in the diverse context of South Africa
- Use of illustrations and technology to enhance other literacies
- Techniques of storytelling, selecting appropriate texts

- Influence of the hidden curriculum in terms of moral development, stereotyping, sanitizing and representation.

Prof Rinelle Evans holds a doctorate in curriculum and instructional design with special reference to instructional communications via television technology. She also obtained a Masters degree (cum laude) in teaching English to speakers of other languages from the University of Birmingham, UK. She is currently an associate professor involved with teacher education and facilities modules related to literacies, communication skills and language teaching methodology in the Faculty of Education, University of Pretoria.

Prof Ina Joubert is an associate professor in the Department of early Childhood Education in the Faculty of Education at the University of Pretoria, where she acts as head of the department. She serves on the management committee of the South African Research Association of Early Childhood Education (SARAECE) and on the editorial board of the South African Journal of Education (SAJE). She specializes in democratic citizenship and language education related to young children. The third author of the book was Prof Corinne Meier of Unisa.

## **A Home Away from Home - Prof Everard Weber**

The demographic compositions of many universities have changed, not only in South Africa, but across the world. This book reviews the developments particularly as they relate to Africa. It examines the changing social relations of postgraduate South Africa and international students living together in residence at the University of Pretoria. It is a qualitative case study on content analyses of semi-structures interviews with students.

Prof Everard Weber studied African languages and History at the University of Cape Town, and Comparative and International Education at Harvard University. He has worked at Crestway High School in Retreat, Cape Town, the University of the Witwatersrand,

and the University of Johannesburg. He is currently Professor and Head of the Department of Education Management and Policy Studies in the Faculty of Education at the University of Pretoria.

### **Learning to Live Together in Africa Through History Education - Dr Denise Bentrovato**

This study, commissioned by UNESCO, sheds light on the current state of history education in Africa and reflects on its potential to prepare Africa's learners for the challenges of 'learning to live together'. Drawing on an examination of school curricula and the experiences of educational stakeholders, it identifies trends in the processes and outcomes of recent curricular revisions, and discerns key challenges relating to the teaching and learning of history across Africa.

### **History Can Bite: History Education in Divided and Postwar Societies - Dr Denise Bentrovato**

The book constitutes an original and timely contribution to scholarly investigations on the distinct, yet still often neglected, role of education in conflict and peace. The book offers critical insights into approaches adopted in schools to teach about violent pasts, the challenges and opportunities involved in such endeavours, and the implications of current practices for peace-building.

Dr Denise Bentrovato is a post-doctoral Research Fellow in the Department of Humanities Education at the University of Pretoria, and the co-founder and co-director of the African Association for History Education, based in South Africa. She has a background in conflict resolution, African history, and history education.

### **Assuring Institutional Quality in Open Distance Learning (ODL) in the Developing Countries - Dr Ruth Aluko**

Quality Assurance and its management has only recently started to develop in open and distance learning (ODL), especially in the developing context. ODL has faced an ongoing struggle to establish its credibility and legitimacy, even when the quality has

proven good. In the developing world, not much attention has been afforded quality assurance and its management in ODL. This book attempts to generate robust debate on questions and concerns surrounding the topic, and seeks to bridge the gap between policy propositions and implementation.

Dr Ruth Aluko is a researcher and instructional design supporter with the Unity for Distance Education at the University of Pretoria. She manages the quality assurance of distance education practices in the unit. She is also involved in the facilitation of training and workshops at both local and international levels. She has presented papers and has published widely in the field of ODL.

### **Psychology of Career Adaptability, Employability and Resilience - Prof Kobus Maree**

This book examines how the career counselling profession should respond to the changes in the world of work that have resulted from the increasing need to communicate faster and disseminate information more efficiently. It emphasises the twin aims of enhancing a person's career adaptability and helping them to become more employable, rather than linearly trying to find a job and remaining in one organisation for their entire career-lives. This book shows that, to achieve these aims, people need to acquire career resilience, especially since the world of work no longer affords the luxury of work-holding environments for the duration of a person's entire career-life.

Prof Kobus Maree (DEd (Career Counselling); PhD (Learning Facilitation in Mathematics); DPhil (Psychology), is a full professor in the Department of Educational Psychology at the University of Pretoria. His main research interests are 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 designing.

## Student Administration integration



First row: Ms Mpopi Sithole, Ms Marna Meyer, Ms Helen Molapo, Ms Betty Ncobo, Ms Tracey Rabie, Ms Rita Venter  
Second row: Ms Pulane Tau, Ms Balungile Hlonga, Ms Liza van Baalen, Ms Bronwynne Swarts, Ms Motlalepule Sebotsane, Ms Thandi Mngomezulu, Ms Jacky Sephiri, Ms Elisa Sambane, Ms Emsie Piek, Ms Letta Nyoni, Ms Gazelle Barkly, Ms Vida Moses  
Third row: Mr Lucky Masehla, Ms Tsegofatso Chauke, Ms Lindie van der Walt, Ms Melinda Joubert, Dr Abbey Matheka (Deputy Director: Department of Enrollment and Student Administration), Dr Tony Mays, Ms Retha Nel, Ms Annatjie Labuschagne, Ms Monicca Makena, Ms Hannie de Weerd



# Academics from SMTE in

Mr Niekie Blom, a lecturer in the Department of Science, Mathematics and Technology Education (SMTE) and his PhD supervisor, Dr Grietjie Haupt, were recently invited to visit the internationally acclaimed Goldsmith's University of London.

Apart from discussing his PhD proposal with acclaimed academics in the field, Prof Richard Kimbell and Prof Kay Stables, Mr Blom and Dr Haupt had the opportunity to participate in meetings with Design and Technology Education academics debating appropriate ways of researching design cognition in general, and the usage of intellectual tools by learners when solving design problems.

They were also invited to deliver presentations on the progress of Technology Education in South Africa. In addition, they were invited to review student design exhibitions presented at Goldsmith's and Ravensbourne Design School. This provided Mr Blom and Dr Haupt with an insight into the generic nature of the design process as methodology, and the nature of the thinking behind it across countries, confirming the relevance of the theoretical framework they are using for their research and its sustainability in a 21st Century context.

Their participation also highlighted the relevance of the University of Pretoria's postgraduate research in the field of Design and Technology Education among international peers.



*Mr Niekie Blom and Prof Kay Stables*

## CEA to form collaboration with Brazil

The Centre for Evaluation and Assessment (CEA) hosted an international visitor from Brazil in September 2017. Prof Fernando Tavares, who coordinates a research group at the Center for Public Policies and Education Evaluation (CAEd) at the Federal University of Juiz de Fora (UFJF), visited the CEA to discuss future collaborations.

The initiative is because both South Africa and Brazil participated in the International Performance Indicators in Primary Schools (iPIPS) project, which assesses literacy and numeracy skills in the first year of schooling.

While South Africa assessed Grade 1 learners (6 – 8-year olds) in the Western Cape province, our Brazilian counterparts follow children, 4-7-year olds, since the first year of pre-schooling in Brazil, in Rio de Janeiro and Juiz de Fora.

South Africa and Brazil are developing countries and face political and economic challenges, but noted differences have emerged from the visit. These differences include the fact that children start school at an earlier age in Brazil, and that class sizes are much smaller than are regularly found in South Africa. For instance, there are less than 30 learners in a class in the Foundation Phase in Brazil. Possible areas for collaboration between the CEA and CAEd include academic exchange programmes, collaborating on academic articles,



*Ms Celeste Combrinck and Prof Fernando Tavares*

joint supervision of students who want to use iPIPS data, psychometric workshops, and an item-banking project. The CEA will continue to strive for future partnerships with the University of Juiz de Fora.

## Dr Eric Eberlein in China

Dr Eric Eberlein of the Department of Education Management and Policy Studies (EMPS) travelled at the end of October to the city of Changchun in the far northeastern province of Jilin in China to conduct the second phase of data collection for the FIRE project at the Northeast Normal University (NENU).

This project, focusing on student teachers' development of their own teacher identity, was developed and rolled out in the Faculty in 2015 by an inter-departmental research team from within the Faculty under the leadership and guidance of Prof William Fraser.

The second phase of data collection at NENU focused on the group of NENU 4th year teaching students who participated in the first phase of data collection in December 2016, and during this phase the student teachers reported back on the interventions that they had designed and implemented during their teaching practice to overcome the knowledge or skills shortfall that they had identified during the first FIRE session at the end of last year. The data collected at that session, along with the new data, will be transcribed and translated from Chinese into English by master's students from NENU's School of Foreign Languages, and will then be available to their research teams at both institutions for analysis and use in publication.

While at NENU, Dr Eberlein also presented two guest lectures to the international masters' students from NENU's post-graduate school of education leadership and management - the first of these lectures presented an overview of the South African education system, while the second focused on the protection and promotion of learners' human rights while maintaining classroom discipline and a classroom atmosphere conducive to teaching and learning. Both lectures were followed by a lively and informative question-and-answer session, with both attendees and the presenter learning much!



Dr Eberlein hopes to travel to NENU again in 2018, this time as part of the Chinese government's '20+20' project a project initiated by the Chinese government in 2012 in which 20 top Chinese universities join hands with 20 top African universities in order to develop and execute research projects for mutual benefit. This project, under the able leadership of EMPS's Dr Teresa Ogina, has already delivered a number of publications, and the team looks forward to an expansion and renewal of the project in 2018.



*Mr S Wang (Deputy Director - NENU Dept of International Cooperation), Prof S Yang (Dean - School of Education), Dr Eric Eberlein, Prof D Yang (Director - NENU of the Department of International Cooperation), Dr S Xia (NENU Lecturer) and Mr P Chang (Translator)*

## Dr Marien Graham in Greece

Dr Marien Graham recently visited Professor Sakis Rakitzis at the University of the Aegean in Samos, Greece, in November 2017. During this visit they finalized an article titled 'An Overview of Synthetic-type Control Charts: Techniques and Methodology' and discussed possible future collaborations. This visit also allowed for the investigation into the structuring of a student exchange plan within the framework of the Erasmus agreement between the University of Pretoria and the University of the Aegean.



*Professor Alex Karagrigoriou, Dr Marien Graham, Professor Sakis Rakitzis, Ms Christina Parpoula (Postdoctoral student)*



## Dr Joyce E King at Faculty



*Dr Hassimi Maiga; Dr Joyce King; Dr Melissa Speight Vaughn; Prof Ruth Mampame (Head: Department of Educational Psychology); Dr Janice Fournillier and Prof Liesel Ebersöhn (Director: Centre for the Study of Resilience)*

Dr Joyce E. King's made a presentation from the 2015 AERA presidential address, which artfully combined scholarly discourse with performance elements and diverse voices in several multimedia formats.

In discussing morally engaged research/ers dismantling epistemological nihilation, the presentation advances the argument that the moral stance, solidarity with racial/ cultural dignity in education praxis, policy, and research, is needed to combat discursive forms of racism.

## Faculty participates in Lesson Study in Japan

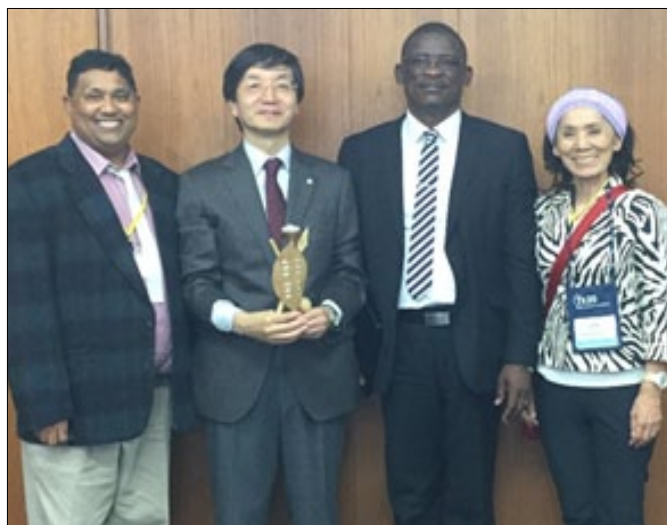
Dr Roy Venketsamy, from the Department of Early Childhood Education, recently attended a lesson Study Workshop at Naruto University of Education in Japan. This was done in partnership with the University of Pretoria, the Department of Basic Education in Pretoria, and the Japan International Corporation Agency (JICA).

Lesson study is a form of professional development whereby teams of teachers collaboratively plan, research, and study their lesson instruction to determine optimum teaching methods. Lesson Study serves as a vehicle to enhance teacher learning through observation and reflection about their own and others' teaching. Critical reflection does not only develop mathematics content knowledge, but also mathematical pedagogical content knowledge (PCK) to strengthen teaching and learning.

Naruto University of Education, in partnership with JICA, the Department of Basic Education and University of Pretoria, planned a month-long lesson study workshop for 16 subject advisors from the Kwa-Zulu Natal and Free State Departments of Education. Dr Roy Venketsamy (ECE-Mathematics Lecturer) represented the University of Pretoria, assisting with the facilitation of the lesson study workshop in Japan in 2017. The workshop was held at the Naruto University of Education in Tokushima Prefecture in Japan. Various education officials from the Tokushima Education Department addressed the South African delegation on the education system, teacher development, teacher professional development, lesson study planning, and experiences of the Japanese education system.

The South African team observed Japanese teachers presenting mathematics lessons in the Foundation Phase. It was interesting to observe the high degree of planning, professionalism, and learner participation in Japanese schools.

The delegates were also fortunate to meet with President, Professor Kazuo Yamashita, who addressed the South African delegation. The delegates were highly grateful for Professor Yumiko Ono's involvement in coordinating the Lesson Study Programme for them.



*Delegates from left to right: Dr Roy Venketsamy (UP); Professor Kazuo Yamashita (NUE); Dr David Sekao (SMTE) and Prof Yumiko Ono (NUE)*



# FACULTY OF EDUCATION CELEBRATES YEAR-END

## Faculty of Education management in informal manner



With sunglasses and in cultural and traditional wear at Irene Country Lodge were from left: Prof Ina Joubert, Head Department of Early Childhood Education; Dr Tony Mays, Manager Unit for Distance Education; Prof Everard Weber, Head: Department of Education Management and Policy Studies; Prof Gerrit Stols, Head: Department of Science, Mathematics and Technology Education; Prof Chika Sehoole, Dean; Ms Melinda Joubert, Assistant Director of Student Administration; Prof Ruth Mampane, Head: Department of Educational Psychology; Prof Johan Wassermann, Head: Department of Humanities Education as well as Prof Salomé Human-Vogel, Deputy Dean.

## 2017- a great year for Faculty of Education

At the year-end function at Irene Country Lodge, Prof Chika Sehoole, Dean, highlighted a few memories the Faculty of Education.

The Faculty presented its first Dean's concert on campus. This gave many music education students the opportunity to show case their talents. The concert was of high standard. The art education exhibition later in the year attracted many visitors. Outstanding art work were seen and appreciated.

The sport highlights included the winning team of Varsity Cup Rugby with several players from the Faculty of Education. The event was celebrated on Groenkloof Campus. The soccer Varsity Cup title was also won by Tuks with two of the players from the Faculty of Education!

The Faculty also presented its first Teaching and Learning Day in

November. The event also focused on methodologies in teaching and learning. An annual book launch was held where six new books by staff members were launched.

The Faculty also focused on Research at the annual Research Indaba where seven awards were made to postgraduate students for excellent research. Additional awards were made to students who completed their PhD studies and MEd studies.

One of the main focus areas of the University of Pretoria and therefore also the Faculty of Education, was the Anti-Discrimination Week which was filled with several presentation and events. The Faculty celebrated with many staff and students involved in different activities. The staff in the Faculty was involved in several international projects.



Prof Ruth Mampane; Ms Zandile Ngcetane; Ms Mandy Moropa; Ms Maesala Thabe and Ms Mpumi Mafafo



Mr Ernest Mabize; Ms Betty Ncobo; Ms Gazelle Barkly; Ms Balungile Hlongwa and Ms Thandi Mngomezulu



Ms Bronwynne Swarts; Ms Pulane Tau and Prof Max Braun

## Academic on EPASSA board



Dr Alfred du Plessis

Dr Alfred du Plessis, psychologist and lecturer from the Department of Educational Psychology was recently nominated and accepted on the board of the Educational Psychology Association of South Africa (EPASSA).

EPASSA provides a forum for educational psychologists to share ideas, promote their work, maintain and protect the interests of the profession and strive for contextually appropriate service delivery. EPASSA currently boasts over 500 members to form an extensive network valuing collaboration with all other mental health practitioners in the aim to provide quality and accessible mental health resources to infants, children, adolescents, individuals, families and groups. <https://www.epassa.net/>

## Capacity development workshop on systematic review

In September 2017, Prof Karen Murphy from the Pennsylvania State University, shared her knowledge on systematic review during a capacity development workshop for the Faculty of Education, in the Dean's Boardroom, Groenkloof Campus, University of Pretoria.



From left to right: Dr Funke Omidire (Department of Educational Psychology), Dr Marlize Malan-van Rooyen (Department of Educational Psychology), Prof Salomé Human-Vogel (Deputy Dean), Ms Liesl Stieger (Information Specialist: Educational Psychology) Prof Liesel Ebersöhn (Director: Centre for the Study of Resilience), Dr Suzanne Bester (Department of Educational Psychology), Ms Mosna Khaile (CSR Research Intern), Mr Tony Mays (Manager: Unit for Distance Education), Prof Karen Murphy (Pennsylvania State University), Dr Alfred du Plessis (Department of Educational Psychology), Prof Ruth Mampame (HOD: Department of Educational Psychology), and Ms Karien Botha (Department of Educational Psychology)

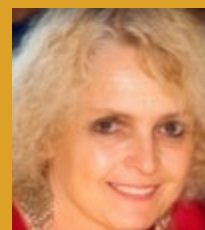
## Student recruitment drive

The Faculty of Education at the University of Pretoria has responded to the need for the training of teachers in scarce skills subjects in the country.

In its transformation agenda, the Faculty also aimed at reducing unemployment amongst the youth in rural areas where future teachers were recruited from ladies and gentlemen who had passed their Grade 12 in previous years, but could not attend tertiary institutions due to financial challenges. These students, from the non-traditional UP markets, joined the Faculty at the beginning of 2018.

The students who on merit; qualified for the Department of Basic Education's Funza Lushaka Bursary and are passionate about the teaching profession were recruited by Dr Rakgadi Phatlane who travelled to the rural provinces of South Africa, including Limpopo; Mpumalanga and the Eastern Cape to get these deserving students and assist them to get access into the teaching profession, trained by the University of Pretoria.

## Editorial



*In-tuition* is the official newsletter of the Faculty of Education, University of Pretoria.

**Editor:** Annalize Brynard  
**Layout:** Double Option

**Photography:** Annalize Brynard and Eyescape



## Support to emerging academics

As part of capacity building in terms of research, supervision and teaching matters, Prof Johan Wassermann – appointed Head of department for Humanities Education – instituted a weekly seminar series offering support on various fronts, especially to emerging academics.

Running each Friday between 11:00 and 12:00, academic staff have engaged with invited speakers, listened to dry-run presentations by colleagues who are preparing for conferences, those still busy with postgraduate studies or who are compiling articles. After an introduction to the Pomodoro technique – a time-management tool – we also used two of the sessions to write uninterruptedly for half an hour, thereafter discussing any questions we may have about our writing.

Since the inception of this initiative, we have hosted the following guest speakers:

- Dr Inga Niehaus from the Georg Eckert Institute for International Textbook Research, Braunschweig, Germany spoke on Do textbooks reflect and support societal diversity? In August, Cathy Gibbons, Mudle Tabane and Carina Delpont from the Department of Basic Education introduced us to the dilemma of master performing and dramatic arts teachers who are doing sterling work but are not qualified teachers.
- John Linnegar, renowned text editor and author of several textbooks related to academic writing and English grammar points, offered a workshop attended by 63 staff members and postgraduate students from our Faculty.

September was a rich month with another colleague from Georg Eckert Institute for International Textbook Research in Germany attending. Prof Falk Pingle spoke passionately about 'Museums, Memory and Education'. On a separate occasion, Prof Kathleen Gyselaar, from the University of Antwerp, discussed various authors who have written novels pertaining to the themes of Africans in diaspora, French imperialism, racism, and feminism.

In November, Philip Mirkin a Master's student, shared his very unusual dissertation with us, demonstrating how poetry could be used creatively to teach Science to teenagers.

The last Friday of each month provides for a fixed date to work towards as it is now devoted to proposal presentations by Master's and PhD candidates. This has also allowed colleagues to share responsibilities by taking turns to chair the session, critically review the proposal and provide feedback as well as gain experience from the discussions which ensue.

One of the monthly slots is used to strengthen understanding of our teaching and learning responsibilities and, in conjunction with our education innovation specialist, we have been guided through both theoretical and practical aspects of study guide planning, hybrid learning and technology integration, curriculum mapping as well as transformation and assessment strategies.

Colleagues have found these Friday sessions very useful and collegiality has been enhanced since we are sharing as an academic community and learning from each other in a supportive space.

## Discussion with Principals



*Ms Carla Greenland, Principal of Cornwall Hill Pre-primary School; Ms Marthie Stoltz, Chairperson of the Association for the Education and Care of Young Children and Principal of Siembamba Kleuterskool. Dr Judy van Heerden, Lecturer Department of Early Childhood Education; Ms Hannelie Jansen, Principal of the Grade R Centre at Laerskool Monumentpark; Ms Sonja Blom, Principal of Eastern Suburbs Pre-primary School and Ms Anienie Veldsman, Lecturer in the Department of Early Childhood Education at the Faculty of Education*

Principals from early learning centres (ECEC) (age 0 – 5 years) schools in Pretoria, together with JVK 400 students had a very successful panel discussion on 2 November 2017 at Groenkloof Campus.

The principals shared their knowledge and experiences with students on entrepreneurship opportunities in the field of early childhood education and care. Other areas that were addressed were the handling of an ECEC centre budget, marketing, policies and the handling of parents.

Members from the Association for the Education and Care of Young Children (AECYC) and the South African Teachers Union (SAOU) also informed the students of the importance of these organisations within SA schools. All attended gained valuable knowledge on the possibilities of entrepreneurship and support once they are teachers.



# SA must do more to keep teachers from seeking 'greener pastures'

## - Prof Rian de Villiers

*With acknowledgement to 'The Conversation'*

Around the world, many teachers are choosing to leave their home countries once they've qualified. It's a global phenomenon, and one that impacts both developed and developing nations – in some positive ways, but with negative effects particularly for the source country that's losing skilled teachers to supposedly "greener pastures". International teacher mobility is driven primarily by the prospect of earning more money. Teachers from developing countries can double their real income by teaching in some more developed host nations.

South African teachers are often recruited, particularly by industrialised nations, to deal with teacher shortages. South African teachers are particularly favoured for their hard work, loyalty and dedication. Most of them can also teach more than one subject.

I wanted to understand why South African student teachers might find working elsewhere more attractive. What is driving their migration, either through recruitment or on their own steam? So I conducted a study with a group of final-year Bachelor of Education (BEd) student teachers from a South African university. They responded to a 27-item questionnaire whose aim was to find out their career plans for the near future.

A sample of 134 students were involved in the survey. Most (79%) planned to stay in South Africa in the year after graduating – but a relatively high number (38%) said they'd like to be teaching in another country in five years' time. The good news is that, of the 38%, most plan to return to South Africa after teaching elsewhere for a time. There were three main reasons for migration: the opportunity to travel; the chance to earn a higher salary and professional development.

But what of those who plan to leave for good? It's important for a country like South Africa, which has a scarcity particularly of maths, science and language teachers, not to lose its trained teachers. Policy needs to focus on making the teaching profession stable and more appealing. South Africa must ensure that its locally trained teachers are recognised and nurtured so that they have more reason to stay in the country.

### Greener pastures?

Of the students I surveyed, 8% said that they planned to teach in another country upon graduating and 8% were undecided. Another 4% indicated that they would not be entering the teaching profession at all.

Australia was most students' preferred destination country. More than a quarter of the students (27%) who were planning to teach in another country preferred Australia, followed by the United



*Prof Rian de Villiers*

Kingdom (16%), South Korea (16%) and the United States (14%). The most important reasons for choosing these four destination countries were higher salaries, friendly people, family and/or friends as residents. The students also cited those countries' high standard of education and opportunities for professional growth.

A small percentage were planning to migrate to Canada, New Zealand, Japan, Taiwan, Saudi Arabia, The Netherlands, Switzerland and Scotland.

For the most part, students were motivated by pull rather than push factors. Some were worried about bad working conditions, bad social services, an unsafe environment and South Africa's high rates of unemployment. Mostly, though, they were focused on what other countries had to offer – pull factors.

They indicated that their most important migration needs before leaving South Africa were information about health care, accommodation, salary scales, banking assistance, cost of living (transport and food costs), methods of learner assessment and tax advice.

### Making South Africa a more attractive option

Migration is always an option, especially for professionals like teachers, and is in some cases inevitable. There are no reliable figures to show how many South African teachers are lost to other countries each year. But what's important is that the country not lose too many of its teachers, whether they're newly qualified or established; the best and the brightest of those who are already working are also targeted, especially in scarce skill subjects such as maths and science-related subjects.

More must be done to make teaching an attractive, stable profession in South Africa. This can be done by improving teachers' working conditions and salary scales – particularly those who are teaching scarce skills subjects. Policy makers and authorities must monitor teacher recruitment agencies carefully to ensure that there isn't a mass exodus of teachers that catches the country by surprise.

This is important if the country is to keep at least some of its qualified, passionate teachers and build up skills in areas like maths and science.

# 'TEACHING IN FREEDOM: EMPOWERING TEACHERS'

## Prof Chika Sehoole

This article was published by *Pretoria News* and *Star* on World Teachers Day 2017.

As we celebrate International Teachers' Day, it is my view that society should give teachers the respect they deserve in view of the important role they play in its engineering. A study conducted in America showed that one in four learners drops out of school and that, on average, a learner drops out of school every nine seconds. This study notes that, although dropping out might not be a decision learners would talk to anyone about, an adept teacher can notice the signs that a learner is struggling and intervene before it is too late. The study found that teachers can educate learners on the hard facts of dropping out, while also helping to assess the problem and figure out an alternative solution. This highlights the crucial role teachers play and the potential they have to change the lives of their learners.

Education is viewed as a panacea for all social ills. It is important to recruit, train, place and retain the right calibre of teachers in our schools so that we can meet this expectation. This can only take place in a context where teachers are empowered to teach in freedom, without fear of harassment from society and learners. High-performing education systems depend on the good performance of their teachers. This puts teachers at the centre of the functionality of education systems. Every professional has been tutored by a teacher.

Teachers are a source of advice for learners when weighing important life decisions. They assist their learners to continue with their studies, explore career opportunities and take part in activities they might not have thought themselves capable of. Years after graduation, many working professionals still cite a particular teacher as the one who fostered their love of what they currently do, and attribute their accomplishments to that teacher.

When parents are choosing a school to send their children to, academic performance and discipline are important considerations. Who ensures good academic performance and discipline if not teachers? And why do teachers do this if not because they care? Great teachers care about their learners. They want them to succeed and are committed to helping them achieve their goals. Moreover, teachers care about their learners' happiness, well-being and life beyond the classroom. A well-disciplined and high-performing learner brings pride to his/her family, and becomes an asset to his/her employer and society. For these reasons, teachers need the freedom to teach, and opportunities for professional development in order to do so effectively.

In the context of a developing country ravaged by poverty and high levels of unemployment, pursuing a career in teaching has



*Prof Chika Sehoole, Dean*

the effect of alleviating poverty from families. This is because good teachers, as described above, seldom lose their jobs. Teaching becomes a lifelong career and guarantees constant income until retirement and beyond. In this way, not only do teachers change the lives of their learners, but the access to employment that the teaching profession provides improves the lives of their families.

In order to elevate the status of the teaching profession and thereby ensure that good quality teachers are retained in the education system, government needs to provide incentives. In Finland, there is a high retention rate of teachers, with about 90% of trained teachers remaining in the profession for the duration of their careers.

Policy measures, which include good salaries, rigorous selection criteria (which confers prestige on successful applicants), teacher training offered by universities, and an innovative curriculum (which confers autonomy on teachers), are some factors that account for this high retention rate. South Africa can learn important lessons from the Finnish model, especially in terms of teacher remuneration, and innovation and autonomy in curriculum delivery. Recruitment of a high calibre of teachers into the profession, offering good quality training, and incentivising the profession beyond salaries will go a long way towards retaining quality teachers who add value to society.

# Annual visual art exhibition



*Prof Johan Wassermann, Head of the Department of Humanities Education, Ms Linda Antelme, Prof Chika Sehoole, Dean, Ms Delene Human and Dr Raita Steyn who arranged the event*

Ms Delene Human, Dr Raita Steyn and Ms Linda Antelme from the Department of Humanities Education, exhibited the final work of the Art Education students in October.

Ms Human welcomed the guests to the event and honoured their students and staff for creating the opportunity to have the exhibition. "I am very proud of each and every student whose work is exhibited here tonight. Most of you I have known for some time now, and have clearly seen how you have progressed and developed during the past year into the artists you are today," she said.

"What is art?" Ms Human asked. "As we all know, since the beginning of time, the human race has used art in order to describe the inexpressible and inexplicable. People have made use of fictional and mythological narratives in order to make sense of that which is incomprehensible or to express that which is indescribable".

"In the past few months and even years, our country, and our university have encountered various situations and events that to some extent seem incomprehensible. Words and phrases like transformation, decolonisation, language integration, #Fees-must-fall are concepts that we have all been grappling with.

"These notions have stirred many emotions within not only the art community but also politicians, lawyers, business owners, teachers, students, truck drivers and anyone else who watches TV or reads

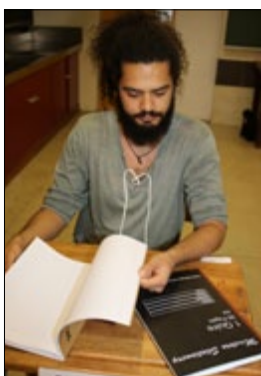
the newspapers. Through it all, however, we see how art, the visual, is used as a way of communication".

"In an attempt to deal with many of the social-cultural realities, our students have created works that are a response to their understanding of their surroundings".

"Visual communication is a tool that should be implemented to address our cultural disputes and reinforce our efforts of understanding and knowing each other. In a country where so many other forms of communication are breaking down, we should use this one universal means of communication to reach out listen carefully".

"As you walk through this exhibition, you will see, it does not matter whether the work was created by a 1st year or post-graduate student, all the subjects represent a part of an individual. Whether it is the mark making process, the subject matter, the colours or simply the concept behind the work, each artwork represents a part of the respective student".

"In an ever-endangered world, humankind is always in search for meaning and hope. Where war, sickness, abuse, pain, torment, natural disasters or injustices prevail, meaning and hope evade the fingertips of this species in search of life. In various ways visual art allows mankind to rediscover the beauty of life", Ms Human said.





# Professional Course for Educational Leaders (PCEL)



*Prof. Johan Beckmann (right) thanked Prof Jukka Alava*

More than 100 principals, educational leaders, staff members and representatives from Government met on 11 October to discuss the Professional Course for Educational Leaders (PCEL).

The Department of Education Management and Policy Studies in the Faculty of Education at the University of Pretoria has initiated the development of a context-specific online continuous professional development course for educational leaders at all levels.

Inspired by the Policy on the South African Standard for Principalship and the Five-Year Strategic Plan 2015/16-2019/20 of the Department of Basic Education, the development of this course is a collaborative effort by Prof Johan Beckmann and Mr André du Plessis from the Department of Education Management and Policy Studies at the Faculty of Education, UP. Also participating was Prof Jukka Alava from the University of Jyväskylä in Finland and Enterprises@UP.

The course offers a contextually intelligent training programme for educational leaders and aspiring leaders and draws from international and South African expertise and experience in educational leadership and management development. It provides participants with the latest theoretical insights and opportunities for reflecting and designing context-specific home-grown solutions to challenges.

Prof Chika Sehoole, Dean, opened the event.



*Dr Maitumeleng Nthontho in informal manner with Prof Chika Sehoole, Dean*

## Learning from the successful Finish educational model

The Ambassador of Finland, Kari Alanko expressed his gratitude towards the University for the new programme. He also explained why so many people are learning from the successful Finish educational model. At the launch of the online programme for educational leaders, Mr Kari Alanko, Ambassador of the Finnish Embassy, shared his thoughts on the educational model in Finland.

“During the 12 months that I have so far been Ambassador of Finland to South Africa, I have constantly come across people who are very interested in the Finnish educational model. I have had the chance to speak about our basic education system and to meet with researchers in the field of teacher training,” he said.

“I think it is fair to say that the Finnish education system produces excellent results. In the OECD Programme for International Student Assessments (PISA), Finland has in the past few years been among the top performers among nations in reading, mathematics and science skills. “

“Most importantly, the results are uniform across the country and schools. No matter how small a rural school you attend, you will most likely have an excellent teacher and the opportunity to continue to tertiary education.”



*Ambassador Kari Alanko from the Finnish Embassy shared his thoughts*

“We have received a lot of international interest and visitors in Finland in the past few years investigating how we have managed this. The Finnish school was not always that great. The change started in the 1970s when a previously two-tier system was merged, and much of private and state-run schools were transformed into municipal schools.”

Mr Alanko emphasised that the co-operation between Finland and South Africa, which has led to the Professional Course for Educational Leaders, was a pivotal step in the progression of education in South Africa.

Prof Johan Beckmann and Mr André du Plessis from the Department of Education Management and Policy Studies discussed the development process of the programme as well as the final product. Prof Everard Weber, Head of the Department of Education Management and Policy Studies, made a summary of the programme and the impact it will have on educational leaders in general.

# FORMING A BLUEPRINT FOR A NEW LEGACY

**The Anti-Discrimination Week was a defining moment in the history of the University of Pretoria. In addressing issues of the past, it was pointing to an exciting new future.**

The Anti-Discrimination Week that was organised by the University of Pretoria's Faculty of Education was an important event to take place in the university's history. It was portentous in that the solidifying of action against prejudice was inexorably linked to the future success of the Faculty and, indeed, to that of the university itself. It was also significant in that attempting to right many decades of wrongs are fraught with a minefield on every corner. It focused on how to deal with challenges such as this is of great import to everyone involved on all campuses, hence the added urgency of awareness of the blueprint that is being formulated.

The university has come thus far in dealing with all forms of systematic prejudice and discrimination is testament to the efforts of all those involved in addressing errors of the past. It was emphasized by a myriad of speakers during the event, it will take a concerted effort from staff and students going forward to continue this process, being aware that it is not only cerebral in nature, but with constant mindfulness of the enrichment of spirit essential for the efficacy of continuous growth projects.

The Faculty of Education takes its message of conciliation and progress strikes the correct chord within the hearts and minds of everyone walking on this glorious new road of reformation.

The Dean of the Faculty, Prof Chika Sehoole, opened the Anti-Discrimination Week proceedings with a plenary intent, setting the stage for the week-long presentations and discussions.

Prof Sehoole said the University established a working group in 2016 which developed an anti-homophobia policy. Soon after its establishment, the working group agreed that it would be in the university's long-term interest to develop an omnibus policy dealing with all forms of systematic prejudice and discrimination. The Committee envisaged that the Policy would incorporate the already existing entities which dealt with discrimination in terms of race and gender.

The working group developed a background document to guide the process of drafting the omnibus anti-discrimination policy. The Faculty's Anti-Discrimination Week was also part of the UP-wide consultations so that the inputs from the faculties could be consolidated and the policy finalised.



*Students participated in the Anti-Discrimination Week*

The Minister of Education, Ms Naledi Pando, established a Ministerial Committee on Progress towards Transformation and Social Cohesion and the Elimination of Discrimination in Public Higher Education Institutions in 2008 to investigate discrimination in higher education. The Dean noted the important link which was made by the Ministerial Committee between discrimination and transformation which proposed that higher education institutions should create an environment where all students could study freely and have a sense of belonging.

The Dean referred to White Paper 3 which stated that transformation required all existing educational institutions and values to be viewed in a different light and policies examined in terms of their fitness for the new dispensation.

The week was also used to make the Faculty community aware of the need for the proposed comprehensive anti-discrimination policy; and as preparation for the event. The Dean's Plenary touched on the importance of the necessity of anti-discrimination in the faculty and allowing diverse members of the faculty to flourish within a conducive environment to assist them to succeed.

Music students from the Department of Humanities Education, together with their lecturer Ms Ronel de Villiers, gave a performance. They provided a much-needed diversion to the topics being discussed.

A group of students from the Department of Early Childhood Education also rendered soul-searching poetry on discrimination its dire consequences. The poems ranged from individual experiences of discrimination, and included group experiences of prejudices, unequal treatment, gender issues, xenophobia, social class, name calling, violence against women and the vulnerable.





*Prof Chika Sehoole, Dean, with Mr Chris Opperman and his wife, Alta*

Mr Chris Opperman, a quadriplegic who paints with his mouth, illustrated the example of discrimination based on ability and disability. He shared with the audience his challenges of having to always prove himself more than the able-bodied people. He said it was a shame that people always put the disability before humanity. He said he preferred to be classified as 'handicapped' rather than 'disabled'.



*Ms Lauren Brammal spoke about sign-language*

Ms Lauren Brammal addressed the audience on the importance of recognising the challenges that the deaf and learners with learning barriers and speech disabilities faced. She interpreted the poems which the students from the Department of Early Childhood Education recited and went on to inform the audience on the educational challenges of children with learning barriers, the plight of deaf artists and the importance of learning sign language.

One of the guest speakers was Mr Shaun Moodley from the Ahmed Kathrada Foundation.



*Mr Shaun Moodley from the Institute of Anti-Racism and Social Cohesion*

Mr Shaun Moodley spoke of the Institute for Anti-Racism and Social Cohesion, where he is CEO. The Institute was established by the Nelson Mandela Foundation and the Ahmed Kathrada Foundation to deal with the imbedded discriminatory tendencies. The Institute runs training programmes for institutions on how to handle discrimination.

He spoke on the Group Areas Act, which the apartheid government so strictly enforced, which succeeded in separating people into 'boxes', promoting hatred and prejudices mixed with misconceptions about each other, utilising the divide and rule principle.

He specifically referred to the residential divides, class divides, racial divides, and said that everyone was schooled within those boxes and taught to live in a certain way. He continued to relay how everybody needed to accept that 'there is an elephant in the room' which needed to be dealt with head-on. There was no use to merely discuss these issues. Although that was a start, it was not the end in itself and action had been needed.

"Most importantly, transformation should be a journey, a process, and, therefore, cannot start and finish on one day. It is an ongoing process," he said.

Mr Moodley informed the audience that his Institute runs two-day workshops on anti-racism and social cohesion which seem to work wonders for organisations the Institute participated with. The Institute was, at the time of going to press, training executives at ABSA. He said he was prepared to get the UP on board with workshop training as well.

"The most important issues were those of racism by White people who think that they are by nature supreme, and the internalised oppression by Black people who think that they are by nature inferior. He gave the analogy of the two by giving an example of a son who got injured when he played rugby. As he put it, the son was rushed to hospital where a white nurse took the vitals and waited for the family to arrive.", Mr Moodley said.



## New programme offering in the faculty

The Faculty of Education has been in the process of developing and registering numerous programmes in the last few years. All the stages pertaining to the BEd undergraduate programmes, as well as the PGCE, have now been approved by the DHET and accredited and registered by the CHE and SAQA respectively. We are also progressing well with the new BEd Honours programme in both contact and distance modes, which has also received approval.

True to our nature, the Faculty is continuously searching for innovative and relevant programmes to serve our students and the greater community. In doing so, two postgraduate diplomas and two advanced diploma programmes are being established which will contribute to various sectors of education such as the higher education, technical and vocational education and school leadership and management. Advanced Diplomas (NQF level 7) are CPD qualifications that strengthen an existing specialisation in a subject or develop a new role or practice to support teaching and learning. Postgraduate Diplomas (NQF level 8) deepen educators' knowledge in a particular field of education and so prepare them for advanced leadership positions.

At our Faculty, the following programmes have been provisionally approved by the DHET (in both contact and distance modes) and are awaiting accreditation from the CHE and SAQA:

- Advanced Diploma in School Leadership and Management (SLM)
- Advanced Diploma in Technical and Vocational Teaching (TVT)
- Postgraduate Diploma in Higher Education (HE)
- Postgraduate Diploma in Technical and Vocational Education and Training (TVET)

Of increasing importance, the Advanced Diploma in Visual Impairment Studies has recently received approval by the DHET and has been developed for submission to the CHE and SAQA. UP personnel within and outside our faculty, as well as colleagues in other higher education institutions, training centres and NGO's, are collaborating to make

this qualification relevant and aligned with international standards.

The first of its kind in South Africa, the Advanced Diploma in Visual Impairment Studies will provide knowledge and skills for educators to effectively teach and manage at schools that cater for learners with visual disabilities, as well as at mainstream schools. In this way, the University of Pretoria will, therefore, support a strategic response to White Paper 6 (inclusive education policy) by the DHET to include learners with special needs in mainstream schools and prepare educators to offer quality education in such instances.

To add to our curriculum arsenal, the Faculty is also actively developing a professional Master's in Educational Leadership and Management (recently approved by the DHET), as well as a professional Doctorate in Educational Leadership and Management.

These professional postgraduate qualifications will target both South African and international education leaders at all levels of the educational environment seeking a professional rather than an academic (research-based) qualification.

It is of import to those wishing to strengthen their professional expertise through an intensive training and research process that yields both new knowledge and skills applicable to the educational leadership and management workplace.

In developing these programmes, both national and international collaborators will ensure that the programmes further academic rigour and significance.

The office of the Deputy-Dean, formerly by Prof Max Braun and now steered by Prof Salomé Human-Vogel assisted by Ms Judy Ferreira-Prevost, wish to thank all staff members who were and are still integral to the process of renewing and crafting world-class programmes at our Faculty.

## A glorious discovery of logical linguistics

Dr Alta Engelbrecht from the Department of Humanities Education has set sail on a fascinating and exciting journey of linguistic discovery for school learners.

She has written six textbooks destined for instruction in Afrikaans, but with English subtexts, making it easier for the learner to understand the Afrikaans language. This is a unique move in South Africa for school instruction, and a first for the Department of Education at the University of Pretoria.

"This endeavor of meta-writing, she says, requires working within the parameters of process-inspired, text-based and theme-based instruction. There is a logical built-in structure that corresponds with the way that children naturally acquire language. The texts used are very user-friendly and are themes that the learner can easily relate to. Texts, content and questions were chosen

according to the standards and prescripts of the CAPS curriculum."

The books included are Nuwe ALLES-IN-EEN Taal-en-lees exercise books, Eerste Addisionele Taal (EAT), for Grade 4, Grade 5, Grade 6, and Grade 7, as well as 'Pad na jou Hart' study guide for Grade 10. For EAT literature and film study teaching, a new workbook for learners was also published. The 'Pad na jou Hart' book, film and study guide is for Grade 11. It is an accessible and interesting work written in modern Afrikaans usage style, and is easily identifiable with all cultures and races. There are also exercises specifically for the EAT process. The aim of this study guide is to help learners understand and enjoy the book and film as preparation for their exams.

"The work book gives complete guidelines of the story elements, the unfolding of the

story as well as understanding of the activities which enhance and enrich the story. English and Afrikaans are both Germanic languages which makes it easy for learners to recognise certain words and sentence structure", said Dr Engelbrecht.



Dr Alta Engelbrecht

# Humanities Education and Early Childhood Education Master's session



*Prof Johan Wassermann, Head of the Department of Humanities Education with Dr Alta Engelbrecht and Dr Keshni Bipath who arranged the sessions as well as Prof Ina Joubert, Head of the Department of Early Childhood Education (second from the right)*

In October, the Departments of Humanities Education and Early Childhood Education combined forces to present a scheduled orientation for the NMQ 801 module related to the intake of new M Ed students who have been accepted for 2018. The purpose of this orientation weekend was to support these students in this challenging, yet exciting academic endeavour. This was an intensive orientation programme, geared towards providing students with the necessary background knowledge on how to manage the on-line environment of the university and how to start with their research proposal.

The Friday morning session was especially designed for “new comers”: students who had not been registered at UP before and were not familiar with either the blended learning model of the university or the physical surroundings of the beautiful Groenkloof campus. Students have learned how to navigate their way around ClickUP - the UP electronic classroom; Endnote, an electronic referencing tool; Turnitin, a plagiarism detection programme, and various other information-related websites and repositories.

This induction was done by Me Detken Scheepers and Dr Lynette Nagel from the Department of Education Innovation. It was followed by a valuable session lead by Me Sonja Delpont where students were being equipped with library matters, such as information searches, navigation around the Academic Information Site; databases; Endnote plagiarism and referencing. Students were supported to install software on their own devices. By the end of the day the students

ought to have gained some confidence and familiarity with these key skills needed before engaging with their research.

The late afternoon/evening took the form of a Meet-and-Greet where students were given an overview of the module and expectations of a Master's student while also being introduced to their postgraduate peers. After a lovely ice-breaker by Dr Yolandi Woest, background to the institution and the blended learning model were communicated by the welcoming words of the two HOD's, Prof Johan Wassermann and Prof Ina Joubert.

The outline of the research proposal was then discussed by Dr Alta Engelbrecht to help students to see the bigger picture of what the challenge of a proposal entails. Dr Hanlie Dippenaar from CPUT then facilitated a session on the mutual expectations of the student and the supervisor, whereafter both parties engaged in personal discussions with their supervisors over supper at Ed's Diner on campus.

The Saturday morning session were introduced by motivational reflections of two successful students, Philip Mirken and Heather Erasmus, from previous years. The research wheel discussion by Prof Ina Joubert and Dr Keshni Bipath really got the students started and in the report back sessions it became clear that the students were internalising the content and the challenge that this module poses. The highlight of the two days was undoubtedly the workshop by Prof Rinelle Evans on the structure of journal articles, reading strategies; writing strategies as well as practical tips, recipes and examples pertaining to the research process.

The yearly orientation of the provisionally accepted students has been proved to be a huge success in the past two years. It has been an asset to our departments as it supports and enables students to successfully complete the course within the prescribed two-year time frame.



*Dr Sicelo Ntshanga, Dr Yolandi Woest and a Master's student (right)*



*Motivation from an international Master's student, Dr Adedigba Olabisi, University in Nigeria*



## Incoming leadership of faculty houses



*Prof Salomé Human Vogel, Deputy Dean (left front) and Prof Chika Sehoole, Dean (second from left, front) and Dr Maitumeleng Nthontho (next to Prof Sehoole), who is the Guardian of House Docendo with the members of the House Committee*



*Prof Chika Sehoole, Dean (second from left front) as well as Prof Salomé Human Vogel (front right) and Dr Maximus Sefotho (behind Prof Human-Vogel), who is the Guardian of House Education with members of the House Committee*

## Student Information Day at Faculty

A student Information Day was held at Groenkloof Campus on Saturday, 16 September, to welcome all new students to the Faculty for the 2018 academic year.

Some of the points discussed were financial support and bursaries, applications and admissions, UP contracts, programme information and subject choices, student orientation in January 2018 and the registration process.

More than 250 enthusiastic first years for 2018 and their family members attended the occasion in the Normal Hall and visited the stalls where staff members addressed their queries.



*Student helpers on the day*



*Ms Pulane Tau in discussion with the potential students*



*Mr Franklin Lewis is engagement with the potential students who attended*



# Top Achievers awarded

The Faculty of Education held a function in November to show appreciation towards the Top Achievers in their final year of BEd studies in 2017. The Dean, Prof Chika Sehoole, the Deputy Dean, Prof Salomé Human Vogel and other staff members and parents and friends of the achievers attended the function at the Dean's office.

The Award of the Vice-Chancellor and Principal was made to Jade Tayla Webb at the graduation ceremony in September. She was acknowledged by Prof Chika Sehoole. The award consists of a silver medal as well as a cash prize and is awarded to candidates for outstanding undergraduate academic achievements during all the undergraduate years of study.

Jade Tayla Webb also received the award for the degree as best student in the BEd Intermediate Phase.

René Beyers was awarded as the best student in the degree BEd Further Education and Training: General.

Sunay van der List was awarded as the best student in the degree BEd Further Education

and Training: Economic and Management Sciences.

Roland Steyn was awarded as the best student in the degree BEd Further Education and Training: Human Movement Science and Sport Management.

Bianca van der Merwe was awarded as the best student in the degree BEd Further Education and Training: Natural Sciences.

Juané Nel was awarded as the best student in the degree BEd Senior Phase.

Gabriella Borrageiro was awarded as the best student in the degree BEd Early Childhood Development and Foundation Phase.

The Teaching Practice award as the best student in Teaching Practice was made to Ruby Joann Mary Daniels and Melissa Hunter.



*With Prof Chika Sehoole (Dean) with Bianca van der Merwe; Roland Steyn; Réne Beyers; Sunay van der List; Gabriella Borrageiro and Tayla Jade Webb.*

## Story book competition winners announced

The Department of Early Childhood Education annually has a story book competition, giving students the opportunity to enter their books into a competition. The competition is sponsored by MC Millan Books and in person Ms Magda Scheepers.

The Afrikaans boek winners were: Engela Ebersöhn (overall

winner in Afrikaans, right of Prof Sehoole); Mariska Perry; Wiebke van Wyk; Nakita Jonker and Elsamarie Uys.

The English book winners were: Nomfundo Brukwe (overall winner in English, left of Prof Ina Joubert); Marieke Smith; Kyla Vermeulen; Andrea Kruger and Bianca Prinsloo.



*On the twelve-year of this competition were from left: With all the prize winners were: Ms Anienie Veldsmann and in the middle Prof Chika Sehoole, Dean and Prof Ina Joubert, Head of the Department of Early Childhood Education. Second from the right Ms Magda Scheepers.*



# Tuks wins 2017 Varsity Football title

– two of our players in the team

UP-Tuks were relentless in their pursuit of the Varsity Football title at the Tshwane University of Technology (TUT) in September. It resulted in a 2–0 victory over defending champions TUT. The stadium was packed to capacity in anticipation for what was touted as the biggest game of the 2017 season. The supporters expected a high-intensity football match and they received just that.

UP-Tuks created opportunities early in the game and showed consistency in the first quarter. The visitors took the lead in the 23rd minute when Simbongile Njokwe headed a corner kick from the right-hand side by Jeremiah Nkwana, who showed unfailing persistence in the TUT half. UP-Tuks almost scored a second goal when Nkwana played a dangerous cross into the box, but it landed wide. The score was 1–0 to Tuks at half-time.

The second half got off to a heated start with TUT chasing an equaliser, but UP-Tuks continued to show dominance as they created more chances at goal. The game became physical after the 65th minute as both teams conceded fouls, forcing the referee to issue a few bookings. The score remained 1–0, with both sides unable to find the back of the net, until the 78th minute when Odwa Makha fired a shot from another Nkwana corner kick to put the visitors 2–0 up. UP-Tuks were crowned the 2017 Varsity Football champions.



Prof Chika Sehoole, Dean, with captain of the UP Tuks Football Club, Lawrence Ntswane (left) and Jeremiah Nkwana (right) who was top-goal scorer in the team during the Varsity Cup. The players are both from the Faculty of Education.

## SACE FUN WALK 2017

On the 19th of August 2017 the University of Pretoria was invited by the South African Council of Teachers to showcase the offerings and programmes in the Faculty of Education. The Fun Walk event was held at Lyttleton Primary School in Centurion. This annual Fun Walk in partnership with different stakeholders in education. The Faculty got an opportunity interact with educators who are already in-service; and to also recruit possible prospective postgraduate students.

The Faculty grazed the chilly weather and was represented by Ms Thandi Mgomomezulu from Undergraduate Studies; Ms Elsie Mahlangu; Faculty Academic Assistant; Dr Rakgadi Phatlane; Recruitment and Transformation Manager; Ms Jacky Maluka from Client Services Centre, together with a vibrant group of fourth year and honours students in the Faculty.



Dr Rakgadi Phatlane; Ms Jacky Maluka, Ms Thandi Mngomezulu and Ms Elsie Mahlangu with Faculty students who assisted on the day



More than 3000 fun-walk enthusiasts participated in the SACE event