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# In-tuition

Newsletter of the Faculty of Education at the University of Pretoria

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## Keynote speaker one of ten best teachers worldwide

*The Faculty of Education had its first Teaching and Learning Festival on 15 May 2018 when up to 130 staff and students attended sessions relating to education.*

*'No one should teach who is not in love with teaching.'*

– Margaret E Sangster

The opening and welcome were done by the Dean, Professor Chika Sehoole.

The keynote speaker of the event was Ms Marj Brown, well-known finalist of the Varkey Foundation Global Teacher Prize, which is the most prestigious accolade for teachers worldwide. This year, more than 30 000 educators from 173 countries were nominated for the Varkey Prize. The 50 shortlisted teachers are drawn from a diverse and talented global pool. The Varkey Foundation Global Teacher Prize acknowledges the impact of teachers on their students as well as on the communities in which they teach. Ms Brown was named as one of the ten best teachers in the world. She is Head of the Department of History at Roedean School in Johannesburg.

Mr Murray Thomas, Executive Head of Roedean School, said with pride, 'We have been privileged to see the wide-ranging educational interests of Marj Brown: firstly, as a teacher with exceptional ability and secondly, as a citizen-activist who is committed to improving the educational opportunities of children far beyond those sitting in her class. She has an inspiring work ethic and is deeply-committed to local school-based concerns, as well as national and perhaps even universal concerns.'

Ms Brown is committed to tackling the literacy issues that are hampering South African pupils.



▲ At the Teaching and Learning Festival, Prof Salomé Human-Vogel, Deputy Dean: Teaching and Learning; the keynote speaker of the day: Ms Marjorie Brown – finalist of the Varkey Foundation Global Teacher Award and Prof Chika Sehoole, Dean

She shared her thoughts on 'Inspiring youth through critical thinking and individual choices in History'.

'More than 20 years into democracy, South Africa is still a country of great inequality, where only eight percent of public schools have well-resourced libraries,' she said. 'It is only through the rights afforded by improved literacy levels that South Africans can and will work to level the playing-fields in education.'

As a History teacher, Ms Brown helps students to learn from and understand the past. By developing critical insights, she helps her students to understand what drove people to be resisters, bystanders, collaborators and perpetrators in different situations.

Her passion for literacy led her to begin participating in the international Kids' Lit Quiz, an initiative which contributes to growing children into passionate readers across the world. She is the South African National Co-ordinator of the Quiz in which 127 schools participate.



▲ Dr Marlize Malan-van Rooyen (left), Ms Marica Foxcroft and Ms Karien Botha at an exhibition of the Department of Educational Psychology



▲ Students Tamzin Ross, Engela Ebersöhn, Megan Bezuidenhout and Nomfundo Boruke



▲ Ms Connie Makgabo, Dr Susan Thuketana and Ms Makwalete Malatji

# Message from the DEAN

## Building a Faculty of Choice – two years on

Two years ago, I shared with you my vision for the Faculty of Education. As the University of Pretoria operates within a national landscape where access, success and equity, quality, relevance, I chose to locate my vision within the broader Vision 2025 of the University of Pretoria.

In line with this institutional vision, I promised to build the Faculty of Education to be a Faculty of Choice for students and staff, where all can pursue their academic goals and aspirations. For this edition I would like to focus on curriculum transformation and conclude with highlights of the Faculty in the past two years.

Faculties of Education are faced with the challenge of producing well-trained teachers for the schooling system. There is therefore the need to continuously monitor and keep abreast of curriculum changes in the schooling system (and even beyond our shores) to ensure that the training and education offered reflect the human and material demands of any curricula reforms.

As the Faculty of Education, we have a curriculum transformation committee which is leading discussions on the implementation of a transformed curriculum in the Faculty. This includes dealing with issues of the decolonisation of the curriculum, which all of us have to confront as we are all aware that this was one of the demands of students during the 2015/16 protests.

Many of us wonder what this means. Students said that they wanted to see themselves in the curriculum and in the content of what they are taught. This requires innovation on the part of staff, who need to continuously do research and reflect on the content of what they do and infuse new content that is up to date, relevant and responsive to the local and global world the students operate in.

For me as Dean, scholar, teacher and researcher, decolonisation of the curriculum means that in my areas of research and teaching specialisations, I need to continuously search for recent developments and debates and pose research questions that I need to address through my research and teaching



**Prof Chika Sehoole**, Dean: Faculty of Education

experiences. I cannot do that effectively if I neglect the local contexts of South Africa, of Gauteng and of UP, which are the contexts in which I am operating. Furthermore, in making sense of this research, I should find its relevance by prescribing some of the research findings, or key texts of my research in the content of what I teach.

Dr Rakgadi Phatlane, who I appointed as Transformation, Monitoring and Recruitment Manager, has been instrumental in assisting us in achieving some of the strategic goals I indicated in the past two years. Firstly, she has been able to assist us in constituting the Transformation Committee of the Faculty of Education.

She further represents us on the institutional Transformation Committee. She has also been instrumental in helping us to address the goal of diversifying our student profiles.

Through her assistance we have been able to forge a partnership with the Department of Basic Education (DBE). As things currently stand, we have been able to reverse the under enrolment of 2017 students (where the numbers were under by about 360 students) and in 2018 we have exceeded our target enrolment by over 300 students. What is good about how we recruit now is that successful student recruitment is linked to guaranteed funding from the DBE.

The dedication of our staff and the innovative teaching and learning strategies that have been employed in the Faculty have been rewarded with the performance of successful students which was at a rate of 95% in 2017.

I promised to improve the redress of staff profiles so that we could have equitable staff compositions. During the period between 1 June 2016 and 31 December 2017, we advertised 26 academic posts: 72% of these were filled by EE candidates and 65% were female.

We have pursued our student recruitment at undergraduate and postgraduate levels within the enrolment plan targets and equity goals of the University. We have been able to increase the enrolment of black students from 49% in 2015 to 54% in 2017.

We have established a good working relationship with student structures in our faculty who are represented through House Education and House Docendo. Students are further represented on the Transformation Committee of the Faculty.

Through the office of the Deputy Dean, we are supporting the FLY@UP campaign to ensure that our students complete their degrees in the minimum time. I am happy to announce that our students are passing well in the minimum time.

The 2017 annual review of the Faculty shows that we have improved in 9 of the 11 indicators, compared to 2016. This is all attributed to the hard work of all us, both academic and support staff. We are looking forward to further improvements in the performance of the Faculty in 2018.

I would like to thank all academic and support staff, including student leadership, for team work in making the vision of this Faculty as a home for everybody a reality.



# UP's Academic Achievers Awards Function a night of splendor

The evening of 10 May 2018 was set aside for the celebration of the University of Pretoria's academic achievers at a gala event to pay tribute to UP's academics who showed exceptional achievement in the academic arena for the year 2017.

*The Faculty of Education was in the spotlight with Dr Thiru Vandeyar from the Department of Science, Mathematics and Technology Education receiving a 'Teaching Excellence Laureate Award'.*

Also honoured for National Research Foundation ratings in the Faculty were: Professor Ina Joubert, Head: Department of Early Childhood Education; Professor Estelle Gaigher, Department of Science, Mathematics and Technology Education; Dr Ruth Aluko, Unit for Distance Education; and Dr Marien Graham, Department of Science, Mathematics and Technology Education.

In her address, Professor Cheryl de la Rey said, 'Whilst the landscape that we work in may be subject to changes beyond our control, UP stakeholders can be assured of our unwavering commitment to delivering academic success at the highest level. Our priority as a University is to always provide governance and management that protects and maintains the integrity of the academic project.'

Dr Thiru Vandeyar is a Senior Lecturer in the Department of Science, Mathematics and Technology Education in the Faculty of Education. His main area of research is best practice in Information and Communication Technologies (ICT) Education, which includes teacher professionalism, diversity in education in terms of equity and access to ICT, as well as ICT education policy studies. Dr Vandeyar's teaching practice attempts to develop pre-service teachers as agents of change in the use of ICT. His teaching focuses on relevant issues that are accompanied by the use of ICT within and beyond the classroom practices of teachers and also includes enhancing teachers as life-long learners through being members of professional communities of practice. He received the prestigious Teaching Excellence Laureate Award.

Dr Ruth Aluko who is a researcher and instructional design supporter in the Unit for Distance Education in the Faculty of Education, manages the quality assurance of distance education practices in the Unit. Working in the field of Distance Education (Open Distance Learning), her areas of research are quality assurance and management, access, social justice, inclusion and exclusion, mobile learning and technologies, programme evaluation,

impact studies, student support and distance learning transfer. Dr Aluko received a C3 rating from the NRF.

Professor Estelle Gaigher is an Associate Professor in the Department of Science, Mathematics and Technology Education in the Faculty of Education. Her research interests include Physics education, inquiry-based science education and science teacher development and are focused on the development of science teachers, future scientists and a scientifically-literate population. Professor Gaigher received a C2 rating from the NRF.

Professor Ina Joubert is a member of the World Education Research Association and serves on the Management Committee of the South African Research Association of Early Childhood Education. Professor Joubert specialises in democratic citizenship education and language education of the young child. She has published articles on her research in these fields in accredited national and international journals. She is the editor and author of scholarly books on these foci and has also contributed subject-related books and book chapters. She serves on the editorial board of the *South African Journal of Education*. Professor Joubert received a C3 rating from the NRF.

Dr Marien Graham is a Senior Lecturer in the Department of Science, Mathematics and Technology Education in the Faculty of Education. Her current research interests are statistical education and nonparametric statistics. Her academic achievements have been rewarded with several bursaries from the University of Pretoria and the NRF. Dr Graham received a Y1 rating from the NRF.



◀ *At the University of Pretoria Academic Achievers Awards Function were:*  
*Prof Ina Joubert,*  
*Prof Chika Sehoole (Dean),*  
*Dr Ruth Aluko,*  
*Prof Estelle Gaigher,*  
*Dr Thiru Vandeyar and*  
*Prof Johan Wassermann*

# Teaching and Learning Festival a huge attraction

*Marcus Tullius Cicero always said, 'Learning is a kind of natural food for mind.' The Faculty aimed at creating opportunities for students to share their experiences and for staff to share their expertise in the field of Education.*

The Faculty of Education celebrated its second annual Teaching and Learning Festival. Staff, students and visitors enjoyed the programme, presentations and being together with focus on a topic that each teacher appreciates: to teach and to learn. The opening and welcome were done by the Dean, Professor Chika Sehoole.

Professor Johan Wassermann welcomed Ms Marj Brown who was the keynote speaker at the event. Ms Marj Brown spoke on 'Inspiring youth through critical thinking and individual choices in History'. Ms Brown focused a lot on 'being a proactive, multi-faceted educator.'

The Faculty of Education Teaching and Learning Day took place on 15 May 2018 and was well supported by staff and

► *Emile Gouws with Prof Ina Joubert, Ruzaiika Mahomed, Felicia Ashaba and Elsa Etokabeka*



◀ *Mr Hendri Kruger, Dr Tony Mays, Dr Jaco Joubert and Dr Eric Eberlein*



students, who presented, showcased their Departments or their curricula. The Teaching and Learning day provided the opportunity for staff to reflect on how they support student success and learning, and to present the teaching practices that they believe support students to complete their degrees in minimum time.

During the Teaching and Learning Day, all the tutors in the Faculty who completed their tutor training received their completion certificates and were thanked for their contribution to the success of teaching and learning in the Faculty. A particular highlight of the day were the two morning and afternoon panels. The morning panel, which focused on the professional development of teachers, discussed particular challenges related to the professional preparation of teachers, while the afternoon panel – presented by students – debated the use of technology in the curriculum as part of curriculum transformation in the Faculty. Students emphasised the importance of being well prepared to use technology, as well as the support they receive from staff.



▲ 1. Prof Salomé Human-Vogel thanked Ms Marjorie Brown for an outstanding presentation. 2. Prof Johan Wassermann, Head of the Department of Humanities Education, welcomed Ms Marjorie Brown as speaker. 3. Students were happy to attend the event 4. Books can be entertaining. Ms Sonja Delpont and Mr Philip Mirkin enjoy the books.

◀ Prof Salomé Human-Vogel invited the student helpers at the Teaching and Learning Festival to have a light lunch with her to thank them. They were (from left) Ruzaiika Mahomed, Megan Bezuidenhout, Nomfundo Brukwe, Engela Ebersöhn, Tamzin Naville, Buhle Khoza, Emile Gouws, Simphiwe Mpanza and Elsa Etokabeka



# Staff and students at Teaching and Learning Festival

## **House Education participated in a panel discussion on curriculum transformation, while Music Education and Art Education students showcased their curriculum.**

Dr Ronel de Villiers said in a presentation that listening to sound (to hear) develops into an action of understanding the concept (to do) and then progresses into a thoughtful action (to see) in terms of the musical statement communicated. The principle of hear-do-see-create in every musical activity helps student teachers to grasp the deeper meanings and complexities of musical characteristics.

In their presentation, Dr Ruth Aluko, Dr Tony Mays and Mr Hendri Kruger discussed 'Redesigning Distance Education provision at UP's Unit for Distance Education'. Dr Mays said that the typical technology profile of Distance Education

students is that all students have cell phones. About 2/3 of them own a smart phone but they are not necessarily optimally used. They use text messaging but not mobile learning. He also said that about 40% of students have no access to a device and have no ICT skills. They need additional support.

In a presentation on 'Developing the linguistic proficiency of pre-service teachers who use English as a medium of instruction' Professor Rinelle Evans made it clear that 'the specialised and idiomatic forms of the English used when teaching enable teachers to use English effectively and imaginatively as a means of instruction, as a means of organising a class, or even as a means of communicating with their learners as individuals about their life outside the classroom'.

Professor Ina Joubert, Ms Mashuda Ebrahim and Dr Keshni Bibath explained the collaboration between stakeholders

that led to a quality curriculum and they also introduced the modules in the new BEd (ECCE) curriculum. Ms Connie Makgabo said that language is fundamental to one's identity and provides a sense of community and personal value. Africa has more than 2 000 languages, but the study of the languages and literatures that comprise the continent's diverse past and present haven't always received the scholarly attention that they deserve. This means that there are plenty of opportunities to break new academic ground in the field.

Dr Annelize du Plessis spoke on 'A mentorship intervention for professional identity development in the PRO 400 module', while Ms Chereese Jones from Sports Management and Human Movement Studies involved students outside for 'A time to play' demonstration.

Exhibitions from different departments were expressive and meaningful. What a highlight for the Faculty of Education!



- ▲ 1. Prof Rinelle Evans with Ms Karen du Toit, former Principal of Pretoria High School for Girls. 2. Simphiwe Mpanza and Buhle Khoza with Prof Ina Joubert and Prof Salomé Human-Vogel. 3. Dr Sicelo Ntshangase discussed his new book of poems at the book launch. His book is titled *Tha Tha La! It is isiZulu Poetry*. 4. David Whittaker and many other tutors were thanked by Prof Salomé Human-Vogel and Prof Pieter du Toit. 5. Dr Kgadi Mathabathe, Prof Estelle Gaigher and Ms Corene Coetzee. 6. Dr Talita Calitz and Dr Sarina de Jager. 7. Prof Pieter du Toit and Prof Salomé Human-Vogel thanked Nurain Aboob for her work as a tutor.



## The importance of research for learners

Cambridge Global Perspectives is a groundbreaking and innovative programme that equips learners with 21st century skills. With this programme, Cambridge Assessment International Education aims to develop the skills of learners to inquire, question, reflect and act on information. The programme encourages learners to investigate different perspectives that might influence their ideas and views.

There is a range of topics that learners can choose from which includes human rights, poverty and inequality, tradition, culture and identity. The Village Montessori High School in Centurion introduced the programme to their junior High School learners. The school invited Mr Hendri Kruger to present an introductory lesson on research. The lesson focused on different research methods and the importance of plagiarism.

Cambridge Assessment International Education is the first educational institution in South Africa to introduce a research-focused programme into a school curriculum. It is clear that they

consider the development of research skills to be an important attribute that learners could use in post-school education. These learners will undoubtedly benefit from the skills acquired in this programme and will hopefully develop an enthusiasm for research which will be exemplified in their tertiary education careers.



▲ Mr Hendri Kruger from Distance Education at Cambridge Assessment International Education school, introducing the basic elements of research to the learners

## Academics get their academic writing right



**A key skill required by most professions is the ability to communicate clearly and concisely. In academia, communicating effectively is a means to improving one's standing as a scholar.**

If one is not able to disseminate one's research findings clearly at conferences or in journal articles, new knowledge is lost and the entire purpose of one's research endeavours has been in vain. Sharing one's research outcomes in writing requires a considered approach and does not even

come easily to mother tongue speakers of English, which is the most common language in which academics publish in South Africa.

Several professional development opportunities have been created in recent months for academics and postgraduates to hone their writing skills and improve their English grammar.

In early March, Professor Rinelle Evans and Professor Pieter du Toit, from the Department of Humanities Education, offered a two-day workshop on structuring a journal article. Fifteen academics from universities across the country were sponsored to attend by the Higher Education Learning and Teaching

Association of Southern Africa. Participants were guided to organise their thinking by determining the key message they wished to convey and considering what questions the issue raised and why the answers to these questions mattered. Writing introductions and formulating an academic argument also received special attention.

Participants worked on draft articles and learnt from peer comments, as well as from individual feedback from the presenters. These articles were then refined and submitted for inclusion in a special edition of *The South African Journal for Higher Education* which is to be published in October under the editorship of Professor du Toit. This edition will cover research related to self-inquiry, reflexive practice, autoethnography and action research.

Professor du Toit is also the convener of the Special Interest Group (Action Research), a scholarly community of practice comprising of higher education practitioners from different contexts who are keen to promote their scholarship of learning and teaching, postgraduate supervision and leadership and management, using a reflective lens. Young, newly-appointed academic staff may find this scholarly niche to be a nurturing environment for becoming a researcher of note by bridging the gap between the scholarship of teaching and research.



▲ Prof Rinelle Evans discussing structuring a journal article. Prof Pieter du Toit is on the left.



# Academic supports children with learning disabilities

The Somerset-West Learning Centre (SLC) offers a unique learning environment for learners who struggle to cope in the mainstream schooling environment. The Learning Centre is a registered exam centre up to Grade 12. They use the Impaq CAPS Curriculum and the learners therefore receive the fully-accredited NSC (National Senior Certificate) from Umalusi, the exact same certificate as from any other mainstream school.

Dr Alta Vos from the Department of Humanities Education is the Curriculum Specialist of the SLC. She is proud to be associated with the Learning Centre as she identifies with its slogan, which states that 'every child is unique, therefore their education should also be unique'.

Dr Vos recently presented an interactive course to the Grade 6 to Grade 9 learners on temperament and thinking styles. Through personal tasks and group activities the learners gained insight into their own personalities, learning styles and study preferences.

After the three-hour course, the learners were motivated to turn obstacles into strengths.



▲ Dr Alta Vos assisting children in class in Somerset-West

## Professional identity formation of educators

**The Department of Early Childhood Education has launched a new project. The project is called: 'Professional identity formation of educators working in Early Childhood Care and Education: National and International Perspectives'.**

Early Childhood Care and Education (ECCE) has become a Millennium Development Goal which provides the opportunity for countries to introduce training at Higher Education Institutions (HEIs) for this vulnerable workforce for the first time in their history.

The professionalisation of educators working in ECCE is interrelated with a professional identity, as a positive and strengthened professional identity of emerging ECCE educators will enhance the quality of ECCE in South Africa and in the rest of the world. Since South Africa has just launched the Policy on Minimum Requirements for Programmes Leading to Qualifications in Higher Education for Early Childhood Educators (2017), comparisons of the professional identity of ECCE educators across the world will allow for the identification of the gaps in programme design needed for their training.

This project calls for the collaboration of researchers across nine different universities, five African countries and

four developed countries to identify gaps in the professional identity formation of emerging ECCE educators. Once these gaps are identified, it is envisaged that researchers will create a quality framework for professional identity formation of ECCE educators.

The framework will inform worldwide practice and policy in HEIs and in national departments of education and will guide

the professional development of students who enrol for the BEd (ECCE) degree worldwide.

The collaborators on the Project of Inclusive Early Childhood Care and Education (PIECCE) have come up with the knowledge and practice standards for ECCE. These knowledge and practice standards describe the image of an ECCE educator.



▲ **Front row:** Discussions were held between Prof Ina Joubert (UP), Prof Ndileleni Mudzielwana (University of Venda), Dr Shirley Malatje (University of Limpopo) and Dr Wendy Setlalentoa (Central University of Technology). **Back row:** Mrs Gugu Ncube (UP), Dr Keshni Bipath (UP) and Dr Linda Bosman (University of Stellenbosch)

# How do new teachers in Zimbabwe learn to do their jobs?

**Dr Nhlanhla Mpofu, Senior Lecturer at Sol Plaatje University and Dr Lizette de Jager, Senior Lecturer in the Faculty of Education at the University of Pretoria, wrote this article for *Conversation* that was read 14 000 times.**

There is a big difference between what prospective teachers learn at university and what they find when they enter the world of work. Some scholars have called this a 'reality shock' and pointed out that it could 'account for the frustration, anxiety and self-doubt many early career teachers are thought to experience'. Other researchers have found that early career teachers who are just starting out often lack the subject knowledge that is needed for effective teaching. There is a discrepancy between the content they are taught and the curricula they find already in place at schools. And, in perhaps the grimmest description of all, some researchers have called teaching an occupation that 'cannibalises its "young" and in which the initiation of new teachers is akin to a "sink or swim", "trial by fire", or "boot camp" experience.

Yet despite these very real challenges, some early career teachers have managed to effectively teach their subject and have remained in the profession. Given that their university training alone didn't seem to be setting them up for this work, we wanted to know how early career teachers obtained the knowledge they really needed to succeed and even thrive.

Working with early career high school English language teachers from Zimbabwe, we found that teachers obtained their knowledge about their work from three sources: first, they drew from theories of education they had learnt at university; second, they explored the nature of their subject and built up knowledge from that; and third, they identified problematic areas in how their subject is usually taught, then found new and different ways to tackle these difficulties.

These findings emphasise teaching knowledge as emanating from personal, practical, reactional and contextual experiences. This means that teacher preparation programmes might better prepare pre-service teachers by exposing them to multiple contexts which have the potential to develop the teachers' professional practice.

## Different ways of learning how to teach

We worked with a group of early career teachers in Zimbabwe's Bulawayo East district. They work at schools which were once reserved for white students before Zimbabwe gained independence in 1980 and the education system was desegregated. Today, the district is largely occupied by middle-class black people and a few white families.

We collected data using semi-structured interviews, conducted our own observations and had the participants keep reflection diaries. Then we analysed this material to identify common areas of knowledge and the sources of that information.

University study is not entirely without value for early career teachers. The participants in our research said that their first source of knowledge came from drawing on some information from their academic courses and activities. This included general knowledge about psychology, sociology, learning and communication. They then reconstructed this knowledge into their personal philosophies and teaching styles.

The second source of knowledge was the very nature of the English language as a subject. For example, when it came to the literature component of the subject, teachers said it was important to know about the history of literature since this informs its nature. This



▲ Dr Lizette de Jager from the Department of Humanities Education

knowledge made them more aware of the scaffolds their pupils required to perform well in the subject. This knowledge was not easily accessible through comprehension of the university curriculum only. These teachers reinterpreted their theoretical knowledge into their contexts as a means of enhancing effective learning.

The knowledge of the history and nature of their subject motivated these teachers to embrace specific teaching methods that facilitated problem solving, critical thinking, competencies, skills and values synonymous with someone who has studied in that area. They were aware of the robust ways in which knowledge is acquired in English learning.

Through this continuous process of refining their ability to teach a subject by paying attention to their context, the pupils and the curriculum objectives, the early career teachers became more than subject teachers: they were subject-knowers.

Finally, the participants in our study found a source of knowledge as they learned to be better teachers by understanding which areas their pupils struggled to grasp. They reached this point by really getting to know what each of the pupils in their classes needed to be academically successful. Then they created teaching strategies that motivated their learners and boosted their learners' self-esteem and efficacy.

## Implications for teaching

Our study offers a deeper comprehension of how early career teachers develop and gain knowledge. It also highlights the symbiotic relationship between theoretical knowledge in teaching and the role of teachers in the construction of their teaching knowledge from classroom-based experiences.

***Simply put, it's not enough for teachers to get a degree and believe they're prepared for life in a classroom. There should be more chances for teachers to develop skills as professionals on how to teach. This development process occurs only when teachers are nurtured in supportive school communities.***



## Book from the pen of Educational Psychologists

Professor Irma Eloff from the Department of Educational Psychology and Professor Estelle Swart from the University of Stellenbosch compiled a book: *Understanding Educational Psychology*.

If you would like to gain insight into the vibrant field of Educational Psychology in South Africa at the present moment, this is the book for you. Researchers and practitioners from 16 South African universities have collaborated to provide succinct, thoughtful and contextually-relevant insights into the dynamics encountered in Educational Psychology today.

Educational Psychology as a science is explored within a variety of environments and is connected to the dynamic profession of being an Educational Psychologist. The text presents South African examples which are deeply-rooted in the South African context and

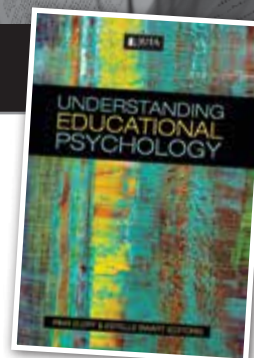
presents nuanced understandings of the complexities of Educational Psychology as a developing field.

The book is specifically suitable for undergraduate pre-service students of Education, completing a BEd or PGCE and for in-service teachers.

Professor Irma Eloff is a Professor of Educational Psychology, a registered Educational Psychologist and a rated Social Scientist.

Professor Estelle Swart is a Professor in the Department of Educational Psychology at Stellenbosch University.

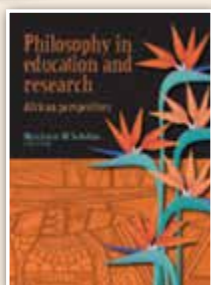
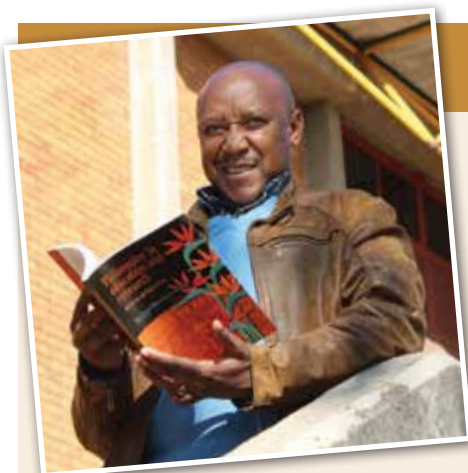
Chapter authors include some of South Africa's most highly-rated social science researchers, as well as Educational Psychology practitioners with decades of experience in the South African context.



▼ Prof Irma Eloff holding the new book at the EASA book launch in January



Photographer: Albert Hirasen



▲ Dr Maximus Sefotho with his new publication

## New Publication for Dr Maximus Sefotho

Dr Maximus Sefotho from the Department of Educational Psychology wrote a book entitled *Philosophy in Education and Research: African perspectives*

'The drive to edit this book emerged from my earlier study of philosophy from the 1980s in Lesotho, the 1990s in Botswana and from 2000 to 2003 in Mexico. Upon joining UP as a student in 2008, I realised that many students at PhD and Master's levels struggled with the understanding and application of philosophical concepts used in research theses and dissertations,' he said.

In 2010, Dr Sefotho joined the Department of Educational Psychology and began offering workshops on philosophy and its place in postgraduate research.

The positive reception of these workshops encouraged him on this journey and the workshops spread to several universities in South Africa, Lesotho, Mexico, Spain and the USA. The workshops were the predecessors to the book.

Dr Sefotho decided to edit a book which would be user-friendly to postgraduate students and take them on a journey – one that is usually filled with mystery and intrigue – in practical ways that speak to their wells of knowledge as African students.

The Afrocentric approach the authors took in the book was meant to align with the spirit of transformation, which is a *condicio sine qua non* of the 21st century student. In line with curriculum transformation, the book teases African research canons and challenges African scholars to embrace and apply African epistemologies to their research.

# Inauguration of Professor Everard Weber as Head

Professor Everard Weber, Head of the Department of Education Management and Policy Studies, was inaugurated on 16 May 2018. The event was attended by colleagues, family and friends.



► Prof Themba Mosia, Vice-Principal, with Prof Everard Weber, Head of the Department of Education Management and Policy Studies and Prof Chika Sehoole, Dean of the Faculty of Education

The topic of his address was, “What do you profess, Professor?” Transformation, policy studies and identity in education’.

This lecture discussed the scholarly and public roles of academics as they relate to policy studies and the research he has conducted. He said, ‘I shall review the history of policy studies and the history of qualitative methods.

‘A theme in policy since World War Two which is still evident today has been looking at the world from the top, down. I argue in favour of a research agenda, informed by postcolonial perspectives, of examining

policy from the grassroots and engaging with structure from the bottom, up. This has epistemological and methodological implications in analysing the social world of the colonial other. Instead of looking to the North, to Northern publications and the glitterati of the Northern academy, we could develop a research agenda rooted in the global South and ask what substantive and independent contributions to knowledge we can make to the existing literatures.

‘These are issues of identity, of who we are as academics, who we seek to be and what work we do in the present political conjuncture at tertiary institutions. I suggest

ways in which we can become more socially active: as education and cultural activists in civil society, as public intellectuals in the formulation of policy, as supporters – without losing our independence and critical perspectives – of state departments such as the Department of Education and through curriculum transformation in teaching and learning.

‘We can better serve the common good of the societies within which universities are located and play greater roles as agents of social change.’



▲ 1. Prof Everard Weber with his daughter, Katherine and wife, Desiree. 2. Mr Franklin Lewis and Prof Rinelle Evans. 3. Dr Samuel Adeyemo (right) with his PhD student, Mr Olushola Olatunji from Nigeria. 4. Prof Liesel Ebersöhn, Dr Michelle Finestone and Dr Talita Calitz. 5. Ms Dimakatso Mashigo, Ms Nontuthuzelo Mhlangu and Dr Nevensha Sing.





# Inauguration of Professor Ruth Mampane as Head

Professor Ruth Mampane, Head of the Department of Educational Psychology, was inaugurated on 21 June 2018. The event was attended by colleagues, family and friends.

► Prof Chika Sehoole, Dean of the Faculty of Education, with Prof Ruth Mampane, Head of the Department of Educational Psychology and Prof Norman Duncan, Vice-Principal

The topic of her address was: 'Family resilience processes from economically depressed environment'. This study rests on the assumption that various forms of adversity, such as socio-economic and sociocultural factors, predispose families to inevitable risk and less resilience. South Africans are predisposed to socio-economic adversities emanating from parental education, income and employment, family size, poverty, illness, bereavement, child-headed households and lack of access to resources (Lockhat & van Niekerk, 2000; Ebersöhn & Elloff, 2004; Freeman & Nkomo, 2006; Schatz, 2007; Theron, Theron & Malindi, 2013).

Resilience is a broad concept which encompasses positive patterns of adaptation in the context of adversity (Masten & Obradović, 2006). Masten and Obradović (2006) distinguish three forms or stages of resilience based on levels of adversity, adaptation and competence of the individual or organisation, namely: resilient (good adaptation and high adversity history), competent (good adaptation and low adversity history) and maladaptive (poor adaptation and high adversity history).

Resilient individuals and institutions possess protective factors which help to mitigate risk and build resilience. The study aimed to engage with the question: To what extent does family functioning contribute to family resilience? Masten and Obradović (2006) mention that resilience is 'inferential', indicating the need for deductive reasoning or interpretation when judging resilience.

The overall purpose of the study was to understand and investigate key processes that support, as well as hamper resilience within a South African family environment (low socio-economic background). A non-probability purposive sampling guided the research.

Participatory Reflection and Action research and Demographic Questionnaires were used as data collection strategies with caregivers. The data collection process covered four sessions over a period of 12 months. Content thematic analysis was used to analyse data. The themes identified indicate that family resilience is based on the following key processes: relationships, communication, problem-solving skills, spirituality and the socio-economic factor.



- ▲ 1. Prof Mampane's children: Mr Tiego Mampane and Ms Selogadi Mampane. 2. Prof Chika Sehoole, Dean; Prof Vasu Reddy, Dean of the Faculty of Humanities and Prof Norman Duncan, Vice-Principal. 3. Dr Mafu Rakometse and Prof John Volmink from UMALUSI. 4. Prof Claire Wagner from the Department of Psychology, Prof Alewyn Nel: HoD Department of Human Resources Management, with Prof Ruth Mampane.



## Achievements

### Gauteng Women Excellence Award for Professor Saloshna Vandeyar



▲ Prof Saloshna Vandeyar with the Award she has won

Professor Saloshna Vandeyar from the Department of Humanities Education, won the Gauteng Women Excellence Award in the 'Trail Blazer' category at the inaugural Gauteng Women Excellence Awards Ceremony that was held at the Women's Living Heritage Monument on 8 March 2018.

This function coincided with International Women's Day. The theme for this Inaugural Gauteng Women Excellence Awards was 'Taking the Gauteng Region Forward – #PressforProgress: Nelson Mandela and Albertina Sisulu Centenary'. Of 189 applications received, 36 applicants became finalists for the Gauteng Women Excellence Awards.

The awards consisted of 12 categories and the Premier's discretionary awards. Professor Vandeyar won in the category *'Trail Blazer: A female achiever in a traditionally male-dominated industry who has broken the gender role stereotypes and is an inspiration to young women'*.

***'These awards are indeed a unique platform that consolidates the incredible work done by Gauteng women through honouring their immense contributions in different fields. We salute you! We celebrate your talent and we honour your passion!'***

### Erepenning vir Professor Ina Joubert

Professor Ina Joubert, Hoof van die Departement Vroeë Kinderonderwys is onlangs deur Die Raad van die Suid-Afrikaanse Akademie vir Wetenskap en Kuns aangewys vir die ontvangs van 'n Erepenning vir Wetenskaplike Vakbevordering (Geesteswetenskappe).

Die Erepenning vir Wetenskaplike Vakbevordering word toegeken vir die bevordering en ontwikkeling van 'n spesifieke vakgebied deur medium van Afrikaans op enige terrein van die onderwys. Die Erepenning kan net in uitsonderlike gevalle toegeken word.

Professor Ina Joubert se professionele loopbaan weerspieël haar toewyding om

hierdie vakgebied te bevorder. Haar bydrae oor die afgelope meer as drie dekades strek van dié as onderwyser en later skoolhoof in pre-primêre Afrikaanse skole, tot haar huidige bydrae op tersiêre vlak en die opleiding van toekomstige onderwysers in 10 vroeë kinderonderwys.

***Professor Joubert se bydrae as akademikus is gesetel in hoë kwaliteit onderrig, deurlopende leiding en betrokkenheid by gemeenskapsprojekte en publikasies wat op verskeie vlakke 'n bydrae lewer.***



▲ Prof Joubert sal binnekort die gesogte Erepenning van die Suid-Afrikaanse Akademie vir Wetenskap en Kuns ontvang



▲ Dr Samuel Adeyemo – member of the QS Judging Panel

### Appointed as a member of QS judging panel

Dr Samuel Adeyemo from the Department of Education Management and Policy Studies was appointed as a member of the judging panel for the QS Star Awards, an award QS organised in collaboration with the Wharton School (University of Pennsylvania).

The Reimagine Education Steering Committee approved his application to participate as judge. QS Reimagine Education is a prestigious international competition rewarding innovation aimed at enhancing student learning outcomes and employability.

It culminates in a global conference for most ranked universities seeking to shape the future of education. Each year, over 1,000 educational innovators from all over the world submit their projects to QS Award Categories. The overall winner receives US\$50,000 in total funding.





## Cherese Jones – 60-metre champion

Ms Cherese Jones, Lecturer in the Department of Humanities Education in Sport Management and Human Movement Studies, represents TuksAthletics Club internationally in the 60-metre event and has recently been crowned the provincial champion in the 100 metre event.

Ms Jones participated in the 2018 European Indoor Circuit which included countries such as France, Slovakia and Austria. Her vision is to participate in the World Indoor Championships in 2020. South Africa does not have any indoor track and field facilities as it is deemed unnecessary due to our warm weather.

The 60-metre event is a highly-specialised event as one should focus on quick acceleration out of the starting blocks and on powerful and explosive running over the very short distance. Ms Jones trains for more-or-less 22 hours per week, under

the guidance of the sprinting guru, Werner Prinsloo. Her training group includes other top sprinters the likes of Akani Simbine (100-metre male SA record holder) which helps her to be one of the Top Ten 100-metre female sprinters in South Africa.

Her next competition will be the African Championships in Nigeria, where she hopes to be included in the National 100-metre relay team. She has been a member of the TuksAthletics Club since 2004 and is a member of the Gauteng-North Provincial team.

Ms Jones is also busy with her doctoral studies at the University of Johannesburg, with a thesis entitled, 'Values as education tools for Physical Education', which focuses on Olympism and the incorporation of these values in the PE curriculum of South Africa.

▲ Ms Cherese Jones at UP's LC de Villiers stadium at the ASA Prestige Competition.

At school Ms Jones played hockey and netball and participated in various track and field athletics, but it was only when she began to study at the University of Pretoria in 2004 that she specialised in sprinting.

## Linette in the marvelous *Carmen*

The very well-known opera, *Carmen*, will be fully-staged and will feature the Pretoria Symphony Orchestra and the Armonia Theatre Chorus, under the baton of Schalk van der Merwe.



▲ Linette van der Merwe (standing) in an excellent performance in *Carmen*

Mezzo-soprano, Linette van der Merwe, from our Department of Humanities Education, stars as the strong-willed and seductive gypsy who destroys the naïve, lovesick soldier, Don José. José is played by Stéfán Louw, well-known tenor on opera stages in South Africa and abroad.

Mr van der Merwe is busy with his Master's degree in Music. He is one of South Africa's ambitious, up-and-coming conductors.

*Carmen* features a local and international cast with both seasoned and young up-and-coming opera singers.

In other leading roles, baritone Christian Bester, who has resided in the USA since 2006, will return to his home country for the role of the dashing bullfighter, Escamillo; and sopranos Lauren Dasappa, from Cape Town and Marina Botha-Spies, alumnus of the Department of Music, will share the role of Don José's sweetheart, Micaela. In the roles of Carmen's gypsy friends, soprano Ailyn Nienaber, doing her Master's degree in Music at UP, will star as Frasquita and visiting American soprano, Lorelee Songer, will star as Mercédez.

Tenors Chris Mostert, Walter Fourie, an alumnus of UP and Lourens de Jager, an alumnus of the Faculty of Education who is busy with his Bachelor's degree in Music, will be seen in the roles of Remendado, Dancairo and Morales.

# Staff acknowledged at Achievers' Function

***On Friday 1 June, the Faculty of Education celebrated the achievements of some of its staff members. On this day, two years ago, Professor Chika Schoole was handed the keys of the Faculty of Education and he opened the doors of the offices as the new Dean.***

This followed the presentation he made on 24 January 2016 in which he lobbied staff to support his ambition and goal to become Dean. Following the interviews that were carried out on 11 February 2016, he was announced as Dean of the Faculty on 16 March 2016.

Professor Chika Schoole promised to improve the redress of staff profiles so that we could have equitable staff compositions. During the period between 1 June 2016 and 31 December 2017, we have advertised 26 academic posts: 72% of these were filled by EE candidates and 65% were female.

Professor Schoole also promised to provide support and improve on existing practices to support staff in obtaining their qualifications. In this regard, 22 staff members have benefitted from various forms of leave, including research and sabbatical leave, which helped some to be able to complete their studies and complete articles or books they had been writing. Also in this regard, Professor Schoole is happy to announce

that in 2016 we had one colleague who completed her Master's degree and four colleagues who completed their PhDs. In 2017 we had one colleague who completed his Master's degree and one colleague who completed her PhD. Later this year we will have also increased the number of rated researchers.

Professor Schoole said that support staff also need to be taken care of to ensure that their career aspirations are supported and realised. He said, 'As Dean, I would like to encourage you to use available staff development opportunities, including the pursuit of formal studies. These opportunities should be equitably made available to all staff. I know that there are challenges in terms of creating optimal conditions for support staff to study and these will be addressed.'

He continued, 'We have pursued our student recruitment at undergraduate and postgraduate levels within the enrolment plan targets and equity goals of the University. We have been able to increase the enrolment of black students from 49% in 2015 to 54% in 4 years. In particular, rural-based and poor students are being targeted in conjunction with the DBE to facilitate their access to UP.'

'We have established a good working relationship with student structures in our faculty who are represented through House Education and House Docendo. Students are

further represented on the Transformation Committee of the Faculty.'

Professor Schoole thanked all staff for the support they have given during the past two years in building this Faculty to be what it is today. He stated, 'I am looking forward to your support and making sure that we make progress. Again, as a team leader, I will continue to place myself at the centre of this vision and strive to be the personal embodiment of the values and ethics of this Faculty ethos in building a winning culture. I hope to draw on the successes of the past two years and on your partnership and support as staff to deliver on my vision of the Faculty of Education becoming a Faculty of Choice, both locally and globally.'

At the event, Professor Chika Schoole gave five awards to staff members. The 'Best Supervisor Award' went to Dr Teresa Ogina from the Department of Education Management and Policy Studies, the 'Best Supervisor Award on Completion Times' went to Professor Ina Joubert, Head: Department of Early Childhood Education, and the 'Best Teaching and Learning Award' was given to Dr Thiru Vandeyar from the Department of Science, Mathematics and Technology Education. The 'Best Researcher Award' was awarded to Dr Samuel Adeyemo from the Department of Education Management and Policy Studies and the 'Long-Term Award' for being a staff member in the Faculty for 29 years went to the Dean's Management Assistant, Ms Yvonne Munro.



- ▲ 1. Prof Chika Schoole celebrates two years as Dean. 2. Dr Rakgadi Phatlane as the Master of Ceremonies. 3. Prof Chika Schoole presents the 'Best Supervisor Award' to Dr Teresa Ogina. 4. Prof Chika Schoole presents the 'Best Supervisor Award on Completion Times' to Prof Ina Joubert. 5. Prof Salomé Human-Vogel gives the 'Teaching and Learning Award' to Dr Thiru Vandeyar. 6. Prof Chika Schoole gives the 'Best Researcher Award' to Dr Samuel Adeyemo. 7. Prof Chika Schoole awards Ms Yvonne Munro for 'Long Term Service'.



# Diversity matters

by Prof Saloshna Vandeyar



*White light is useful: it brightens up dark spaces, enables visibility and reveals that which is hidden. But its true beauty is unveiled when it is refracted to reveal the full spectrum of colour contained within the rainbow. In relation to people, diversity on its own can just be about being different, but when deliberately harnessed (bent like white light), it can deliver a better future and be the wellspring of richness and vitality.*

Diversity matters, but not just for education; it matters – civically, socially, politically, economically and in any number of other ways – for life. Diversity enriches the educational experience. We learn from those whose experiences, beliefs and perspectives are different from our own and these lessons can be taught best in a richly-diverse intellectual and social environment. The Faculty of Education is tasked with preparing teachers for a changing world. Teachers are expected to prepare students for diverse career paths, which find their destination in the world of work. A teacher's approach to diversity matters and if the Faculty of Education fails to deliver in this regard then we are failing a whole generation of learners.

Transformation has to occur at a deep level if it is to be truly sustainable. Addressing diversity requires moving away from the celebratory approach to one that allows for engagement with a multiplicity of voices, which in turn promotes collective action. Diversity goes beyond tolerance and acceptance, to engaging with issues of power and power relations. An asset-based approach to

diversity and the implementation of a Pedagogy of Compassion (Vandeyar, 2013; Vandeyar & Swart, 2016) is required. Every student walks into class with an invisible knapsack that contains his or her life-world. The onus rests on the teacher to create scaffolds between the life-world of a student and new knowledge. 'Equality of cultural trade' enables all cultures to contribute to the global pool of knowledge and, in so doing, it challenges the notion that true knowledge only originates from the North. Metaphors of 'a mirror' and 'a window' should frame the diverse approach. It is important for all students to see themselves reflected (mirrors) and to learn about cultures that are absent (windows) in educational spaces. First- and second-order changes are required to ensure that all students experience a sense of belonging and feel at home in educational spaces.

South Africa has experienced different epochs, namely: colonialism, post-colonialism, coloniality and now the call for decolonisation. Any attempt at decolonisation will fail if we do not first set out to 'decolonise the mind.' Decolonising the mind entails a change in mindset and a questioning of one's ingrained belief and value systems. Such a process cannot occur overnight; it takes time as it runs deep as 'knowledge in the blood'. Episodic pedagogic dissonance about diversity is required to shatter polite silences (Jansen, 2009) and to question one's beliefs about truth and reality.

## Department participates in panel discussion on leadership

The Department of Education Management and Policy Studies was invited to lead a panel discussion at the International Leadership Association's South Africa Conference, which was hosted by the Albert Luthuli Centre for Responsible Leadership. The topic of the discussion was: 'Distributed Leadership in South African Schools: can it succeed?'

The Albert Luthuli Centre for Responsible Leadership (ALCRL) in the Faculty of Economic and Management Sciences hosted the International Leadership Association's (ILA) first conference in Africa. The conference was attended by international delegates, most of whom were from the USA and Europe. The main theme of the conference was next-generation leadership.

The Department of Education Management and Policy Studies (EMPS) presented a panel discussion at the conference on the question of whether distributed leadership is possible in the South African education system. Two current members of the Department, one ex member, one recent PhD graduate of the Department, one current Master's student and two student leaders from Hendrik Verwoerd High School participated in the discussion.

Professor Johan Beckmann provided introductory comments on the regulatory framework and policy. Professor Jan Heystek from North-West University addressed the theory of distributed leadership in an education context. Dr Johan Kruger, Principal of Kruinsig Primary School and recent PhD graduate of the Faculty, talked about leadership distribution from a principal's perspective.

Mr André du Plessis from EMPS spoke about recent research in the Faculty on emerging teacher leadership identities in the context of the job description of teachers. Master's student Ms René Beyers

provided a student's perspective on leadership development. Relebogile Modise and Martin Gijben (student leaders at Hendrik Verwoerd High School) concluded the panel discussion by talking about the role of learners as leaders from the perspective of two student leaders at a secondary school in Pretoria.

Participating in the conference was part of the Department's increasing co-operation with the Albert Luthuli Centre and other entities in the University outside of the Faculty of Education.



▲ The members of the panel, from left to right are: Prof Johan Beckmann (EMPS), Mr André du Plessis (EMPS), Dr Johan Kruger (Principal, Kruinsig Primary School), René Beyers (MEd student, EMPS), Relebogile Modise (Head Girl, Hendrik Verwoerd High School), Prof Jan Heystek (Research Director, NWU) and Martin Gijben (Head Boy, Hendrik Verwoerd High School)



# 'UP is one of the largest and most highly-respected universities in SA'

– Professor Stephanie Burton, Vice-Principal

On Monday 23 April 2018, four students were awarded the degree, Doctor of Philosophy at a graduation ceremony in the Rembrandt Hall, where 406 Bachelor's, Master's and Honours degrees were also awarded. Professor Stephanie Burton, Vice-Principal, conferred the degrees.

Professor Sarah Howie, who was previously at the Centre for Evaluation and Assessment, introduced her student, Dr Carlos Alexandra da Silva Lauchande. His thesis was on 'Systematic factors associated with changes in Grade 6 learners' achievements'. Professor Howie also introduced her second student, Dr Nelladee Palane, a staff member at the Centre for Evaluation and Assessment in the Faculty of Education. Dr Palane's thesis was on 'The effect of language of instruction and contextual factors on higher-order reading comprehensive performance'.

Professor Salomé Human-Vogel, Deputy Dean in the Faculty of Education, introduced her student, Dr Monica Deidre van Niekerk. Dr van Niekerk did her thesis on 'Relational requirements of attachment and the well-being of adolescents in the family'.

Dr Maximus Sefotho from the Department of Educational Psychology introduced his student, Dr Magumise Johnson. Dr Johnson did his thesis on 'Parent and teacher experiences of Zimbabwean inclusive education'.

In her address, Professor Stephanie Burton said that Tuks turned 110 years old in February this year. She continued, saying, 'It is one of the largest and most highly-respected universities in South Africa and in Africa, with over 50 000 students. It has nine faculties on six campuses and has graduated

well over a quarter of a million students in the hundred and ten years of its existence. In this autumn graduation season we will graduate 11 423 students. In this ceremony, we will graduate four Doctoral students, eight Master's students, 118 Honours students and 276 Bachelor's students in the Faculty: a total of 406 graduates today.'

Professor Burton also mentioned that the University of Pretoria is ranked by the QS Subject Rankings in the Top 250 Universities in the World for Education and is 2nd in Africa, which means that a UP qualification in Education will be highly-regarded.

'The world into which you will take your new qualification is starkly different from the world of previous decades and it continues to change rapidly. We are now well into the first phase of the Fourth Industrial Revolution, the era of digitalisation, with some people already talking about a Fifth Revolution. But this is also a world still characterised by significant inequalities, poverty, hunger, unemployment and poor access to sound educational opportunities,' she said.

She continued, 'As educators, you will have an important role in helping to achieve the UN's Sustainable Development Goal of Quality Education which is urgently needed in our own country and across the African continent. Ensuring quality education means more than teaching well; it also means taking a clear stand for secure classrooms, proper facilities for learners and adequate learning materials.

'Your understanding of the critical role that education plays in enabling young people to find employment, or to go on to post-

school education – and to help support family members – is a great strength to be exercised in support of a better society, less unemployment and greater social security.

'As graduates with sound knowledge and skills in Education, you are very well-placed to make the most of these challenging global conditions. The Fourth Industrial Revolution will progressively provide valuable means for improving classroom education and extend opportunities beyond traditional physical boundaries. Children and young people in remote areas will increasingly have access, through mobile phones at least, to lessons being taught in urban areas – or from other countries.

'Information will become increasingly easily-available, as will misinformation, placing responsibility on educators to enable learners to distinguish between what is valuable and what is dangerous. Online games are already helping to do just that. The BBC, for example, has launched a new game designed to educate young people on the dangers of fake news.

'In this complex society, each of you has an essential and critical role to play in the face of vast oceans of data that need to be deployed in constructive ways and in guiding future generations in the responsible use of information for the benefit of society and to make this a better world.

'Today, though, is a time deserving of great celebration. What is more, you have achieved much. Make the most of what today means! Celebrate with everyone who is with you; be proud, go confidently into the next phase of your careers,' she said.



▲ Graduation this Autumn has seen 11 423 students graduating. Prof Chika Sehoole, Dean and Prof Stephanie Burton, Vice-Principal, with a graduating student



▲ Prof Salomé Human-Vogel introduces her PhD student, Dr Monica Deidre van Niekerk. Prof Stephanie Burton, Vice-Principal on the right





# 'This is the time to bask in the pride of your accomplishments'

– Professor Cheryl de la Rey, Vice-Chancellor and Principal

On 25 April 2018, Professor Cheryl de la Rey, Vice-Chancellor and Principal, conferred nine PhD degrees on students at the Faculty of Education graduation ceremony in the Rembrandt Hall. At the ceremony, 15 Master's degrees, 22 Honours degrees and 250 Bachelor's degrees were also awarded, as well as 160 Postgraduate Certificates in Education.

Dr Opeyemi Adebajji, with Professor Nhikidi Pathudi (previously at ECE) as Supervisor, did his thesis on 'Malaria education in the Foundation Phase Life Skills curriculum'. Dr Mia Beyleveld did her thesis on 'The dynamics of active learning as a strategy in a private Higher Education Institution'. Professor Rian de Villiers from the Department of Science, Mathematics and Technology Education was her Supervisor.

Dr Ronel de Villiers, who is a staff member at the Department of Humanities Education and who specialises in Music Education, did her thesis on 'A teacher training framework for music education in the Foundation Phase', with Professor Miems Steyn (at that time from ECE) as Supervisor. Dr Gloria Ledwaba (previously from ECE) did her thesis on 'Teacher training guidelines for curriculum differentiation in a Foundation Phase Programme'. Her Supervisor was also Professor Miems Steyn.

Dr Charles Nota did his thesis on 'Introducing marimba music as part of school curriculum in Zimbabwe'. His Co-Supervisor was Professor Jan Nieuwenhuis (previously HoD at the Department of Humanities Education). Dr Audrey Paile did her thesis on 'Language and legitimisation of the intended and lived curriculum in public service leadership development'. Her Supervisor was Dr Rinelle Evans.

Dr Monica Stach did her thesis on 'The role of toy libraries in the provision of play-based learning opportunities for young children'. Her Supervisor was Dr Judy van Heerden from the Department of Early Childhood Education (ECE). Dr Magda Strauss did her thesis on 'A dialogical approach for improving early literacy reading in multilingual pre-primary contexts. Her Supervisor was Professor Ina Joubert, Head of the Department of Early Childhood Education. Dr Gloria Vandala did her thesis on 'The transformative effect of education programmes as perceived by ex-offenders'.

Professor Cheryl de la Rey said in her address that this autumn the University of Pretoria would 'convene a total of 32 graduation ceremonies'.

She continued, 'Graduation, also known as Commencement in some countries, is believed to have started in the 12th century, introduced by scholastic monks who wore robes during the entire ceremony. It has kept on evolving ever since, but its essence has remained the same. The procedures and traditions surrounding academic graduation ceremonies differ around the world. In essence it is an occasion where qualifications are conferred and academic achievement is celebrated. Such is the prestige and stature of graduation ceremonies that in South Africa today even many pre-schools have their versions of a graduation ceremony.

'It is often said that the most significant contribution a university makes to society is through its graduates and, indeed, there is ample evidence that educational attainment is an effective lever for a society to increase social capital and social cohesion.'

Professor de la Rey said that the achievement that we celebrate at graduation is a testimony that each student has embraced the concept of lifelong learning, in other words, the student is committed to ensuring that he or she maintains the on-going ability to develop new skills and to be responsive in the face of a rapidly-changing world.

She stated, 'Your acquisition of a qualification designed to respond to the changing world of education is timely, as this is a momentous time for South Africa; a time that many have signalled as a new dawn – a new dawn for the national economy bringing better prospects of growth and, with it, an expansion of opportunities. Quality education is critical within that context.

'Through hard work and personal sacrifice, you have ensured that you are well-equipped to contribute to a world of expanding opportunities.'

***'Your presence here today is all the proof you need that shows you have met the highest standards of quality and excellence which are the hallmark of a qualification from the University of Pretoria. Today is the time to celebrate your success with those who have supported you along your journey. This is the time to be proud. This is the time to be joyful. And this is the time to bask in the pride of your accomplishments.'***



▲ Prof Cheryl de la Rey, Vice-Chancellor and Principal, conferring a degree upon a student



▲ Prof Caroline Nicholson honouring a student by draping the hood



▲ Prof Miems Steyn introducing Dr Ronel de Villiers as a PhD student



# 'The University of Pretoria is committed to academic excellence'

– Professor Themba Mosia, Vice-Principal

On 3 May 2018, four Doctoral degrees, 295 Bachelor's degrees, 78 Honours and Master's degrees and 36 Postgraduate Certificates were awarded by Professor Themba Mosia, Vice-Principal.

Dr Johan Hendrick Kruger did his thesis on 'Persepsies van onderwysdistriks-kantooramptenare se rol met betrekking tot die finansies van openbare skole vanuit 'n regsprospektief', with Dr Jean van Rooyen, previously from the Department of Education Management and Policy Studies, as Supervisor.

Dr Samson Nkambule did his thesis on 'Primary school educators' experiences of support from internal and external sources in the South African school district', with Professor Johan Beckmann from the Department of Education Management and Policy Studies as Co-Supervisor.

Dr Beatrice Sichombe did her thesis on 'Teacher education for diversity at the University of Namibia: policies and practices', with Professor Everard Weber, Head of the Department of Education Management and Policy Studies, as Supervisor.

Dr Higenyi Wahitu worked with Dr Teresa Ogina from the Department of Education Management and Policy Studies. He did his thesis on 'School-based accountability and management of Universal Primary Education in Uganda'.

Professor Themba Mosia told graduates in his address, 'You faced the normal academic and not-so-normal societal challenges of the past few years head-on. You stuck it out, even when campuses were closed and libraries were inaccessible. And we get to celebrate the outcome of your hard work today. Congratulations!'

'Dear graduands, as you are promoted to the status of graduate and alumnus today, you can take pride in the fact that the Faculty of Education at the University of Pretoria continues to be one of the largest and most diverse faculties in South Africa for the initial and advanced training of teaching professionals from across the world.'

'With its wide-ranging academic offering and beautiful campus, the impact of the Faculty in the key national priority area of the training of teaching professionals is not to

be underestimated. Similarly, its contribution to the number of Doctorates in the field and its staff complement continues the upward trajectory in the positioning of the Faculty both locally and abroad.

'At present the Faculty is ranked in the Top 200 in the world on the QS World University rankings and can boast in being the top achiever in the country in terms of NRF-rated researchers.

'I trust that the Faculty's commitment to a competitive, yet supportive environment during your years as a UP student has prepared you to excel as a teaching professional anywhere in the world, with high levels of competence, creativity, adaptability and confidence.

'Our education graduates are rated as the most easily-employed teachers of all South African universities. I am also confident that you have been prepared to become leaders in your communities and will promote the value of education and continuing education effectively wherever you may go. Education is, after all, a national key priority area and you have your work cut out for you.'



▲ The University is committed to academic excellence



▲ Prof Themba Mosia congratulates a student



▲ Prof Chika Sehoole, Dean, with an undergraduate student



▲ Prof Johan Beckmann, Prof Themba Mosia and Dr Samson Nkambule



▲ Dr Beatrice Sichombe with Prof Everard Weber as Supervisor



## Dr Ronel de Villiers, Department of Humanities Education



Dr Ronel de Villiers was awarded her PhD at a graduation ceremony in April. Her thesis was entitled, 'A teacher training framework for music education in the Foundation Phase'.

Transformational changes have swept across the South African educational landscape in the post-apartheid era and the aim of the study was to determine how an effective teacher training framework for music education (MusEd) in the Foundation Phase (FP) can be developed.

The research explored the various forces (contextual, institutional, biographical and programmatic) that influence Higher Education practices and programme content in the preparation of MusEd student teachers. The study achieved this aim through examining the perspectives of current MusEd lecturers and curriculum experts on the teaching and learning methods and practical activities in MusEd programmes at their various Higher Education Institutions, their experiences of push-and-pull forces in their working environments and their reactions to transformational directives.

## Dr Sarina de Jager, Department of Humanities Education



Dr Sarina de Jager was recently awarded her PhD by the University of Johannesburg (UJ) with her thesis: 'A psycho-educational model to facilitate adolescent boys' constructive management of pro-active aggression'.

The purpose of her thesis was to develop and describe a model as a framework of reference for educational psychologists in the secondary school context to facilitate wholeness in adolescent boys experiencing proactive aggression. The central concept of the study has been identified and defined as the facilitation of the re-authoring of the life stories of these adolescent boys. Re-authoring the life stories of adolescent boys experiencing proactive aggression includes assisting them in getting unstuck from a problem-saturated narrative.

Through self-awareness and exploration of the current narrative, strengths are identified, as well as new themes that inform alternative life stories and a path to better mental health. The research resulted in the development of a psycho-educational model for educational psychologists in the secondary school context to equip them in facilitating the re-authoring of the life story of the adolescent boy experiencing pro-active aggression. Dr de Jager's Supervisors were Professor Chris Myburgh from the Department of Educational Psychology at UJ and Co-Supervisor Professor Marie Poggenpoel from the Department of Nursing.

## Dr Nelladee Palane, Centre for Assessment and Evaluation



Dr Nelladee Palane was awarded her PhD at a graduation ceremony in April. Her thesis was entitled 'The effect of language of instruction and contextual factors on higher order reading comprehensive performance'. Dr Palane's study compared the different primary school language of instruction models found in South Africa to performance on the higher-order reading comprehension processes tested in the international, large-scale assessment, prePIRLS 2011.

Differences in performance were observed on the higher-order items across the language models due to embedded contextual factors. Dr Palane examined how the language of instruction creates or restricts access to factors which mediate the development of higher order reading comprehension.

Her findings were that low socio-economic learners whose language of instruction was English, despite its not being their mother tongue, benefitted by half a year of learning from being in the English second language grouping. Low socio-economic learners receiving instruction in English as a second language were at a significant advantage when compared to some mother tongue instructional models due to better access to and availability of text.

Dr Palane's thesis argues that better provision of text at school can mediate the development of the cognitive and metacognitive reading strategies required for higher-order reading comprehension across all language of instruction models. Her study highlights the importance of raising the quality of home language instruction and of re-examining the current approach to English instruction for second language learners.

## Distance education graduation in management and policy studies

On 17 April 2018, 278 distance education students were awarded BEd Honours Education Management, Law and Policy degrees during a graduation ceremony. On 28 May 2018, 270 degrees were awarded.



▲ A moment every graduand appreciates



▲ Prof Salomé Human-Vogel, Deputy Dean: Teaching and Learning, introducing a student



▲ Dr Tony Mays, Manager of Distance Education, congratulating a student

## Surette van Staden invited to the University of Hamburg

Between 25 and 29 March, Dr Surette van Staden visited the University of Hamburg, Germany, on invitation to share experiences and input around the implementation of Success For All from a South African perspective.

Success For All is a whole-school intervention programme currently implemented across the USA and in approximately 80 schools in the UK. Since

2015, Dr van Staden has implemented Success For All in a pilot project in two schools in South Africa. At the same time, the University of Groningen in the Netherlands has implemented Success For All in a pilot study in six of their local schools.

The University of Hamburg undertook a two-day workshop to explore possibilities for Success For All to be implemented in

a German context. During this workshop, Dr van Staden presented her experiences to the German audience that consisted of academics, German government officials and funding institutions. Both the Dutch and South African experiences will be used to inform decisions for German scholars, funders and government officials on the feasibility of the project in their context.



◀ **From back left:** Prof Roel Bosker (University of Groningen), Ekkehard Thumler (Joachim Herz Stiftung), Anouk Tichelhoven (University of Hamburg), Mechteld van Kuijk (University of Groningen), Tobias Schroedler (University of Hamburg), Surette van Staden (UP), Susan Burton (Success For All Foundation, UK), Ingrid Gogolin (University of Hamburg)



# Dean delivers speech at Wits University graduation ceremony

Professor Chika Sehoole, Dean of the Faculty of Education, delivered a speech at the graduation ceremony of the Faculty of Humanities, School of Education, at the University of the Witwatersrand, Johannesburg, on 27 March 2018.



▲ Acting Vice-Chancellor of Wits University, Prof Tawana Kupe, congratulating Prof Chika Sehoole on his address

Professor Sehoole welcomed the Acting Vice-Chancellor, Professor Tawana Kupe, members of the Senior Executive Team, the President of Convocation, the President of the SRC, academics, parents and guardians, as well as graduating students.

Said he, 'A graduation day is a day of joy as graduates and their families, lecturers and mentors celebrate the achievements of their children and students. Some of you sitting here are first generation university entrants and it is a day of celebration that will change the course of history in your personal lives and families. I know this because I have been through that experience. When I graduated with my first degree at the University of the North, I knew I had laid a firm foundation to have a secure job and prepare a future for my family and myself.

'Fortunately for me and on the advice of my mother, upon completion of my first degree, I continued with my studies here at the University of the Witwatersrand when I registered for a BEd Honours degree exactly 30 years ago.

'Research has shown that when parents choose the kind of school to send their children to, the academic performance of learners, including learner discipline, becomes an important consideration that informs that choice. Who ensures the good academic performance of learners and their discipline if not a teacher? Why do teachers have to worry themselves with ensuring that learners are disciplined and that they perform well if not because teachers care? Great teachers care about their students. They want their students to succeed and are also committed to helping them achieve their goals. Moreover, teachers care about their students' happiness, well-being and life beyond the classroom. These attributes are those one experienced in one of my school teachers, Mma Moche. Her dedication to her work and the way she went about carrying out her work in a resource-constrained environment, are what qualify her to be one of the unsung heroes of this nation.

'Our education system is faced with challenges and the PIRLS report has found that Grade 3 learners in some of our schools

cannot read with understanding. This is a national crisis and the majority of those learners are in predominantly black schools with inadequate resources. Are we going to blame lack of resources, or the quality of teachers for that?

'Mr Vice-Chancellor, allow me to make a plea to our graduates today to consider studying further. This is both for self-development purposes and for responding to the national development needs of the country.

'Let me finish by making the call for the integrity and morality that are required of you as you join the teaching profession. As you go back into the community with a Wits qualification, you will be looked up to as role models. Doors of opportunities will be opened for you. You will be expected to provide answers to societal problems, which, when you succeed, will rocket you to the top.

Now, hear a word of advice: the correct application of your knowledge and skills will take you to the top, but leading lives of integrity will keep you there, at the top.'



▲ From left: Prof Libby Meintjes: Head of School of Literature, Language and Media; Mr Shafee Verachia: Convocation Representative; Prof Tawana Kupe: Acting Vice-Chancellor; Prof Chika Sehoole, Dean: Faculty of Education, University of Pretoria and Prof Carol Crosley: Registrar

# Planned Centre for Visual Impairment Studies will be the first in SA

*The Department of Educational Psychology obtained funding from the Department of Higher Education and Training (DHET) to the amount of R9.952 million to establish a Centre for Visual Impairment Studies and develop and implement a postgraduate teacher qualification during the period from 2016 to 2020.*

The target market for the proposed programme is both current and future teachers of learners who are visually impaired or blind. The funding was obtained as part of a support grant received by the DHET from the European Union.

The project manager is Professor Ronél Ferreira, supported by Dr Maximus Sefotho. In addition, Professor Ruth Mampane, Head of the Department of Educational Psychology and Ms Maesala Thabe of the Department of Educational Psychology form part of the core team.

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

In addition to four core modules focusing on aspects of Inclusive Education and Visual Impairment, elective modules on assistive devices and school management may attract the broader market of current or potential future school principals, or other stakeholders taking responsibility for the implementation of Inclusive Education Policy in South African schools. The programme will, however, not be limited to teachers in South Africa, as teachers and practitioners on a global level may benefit from the envisioned training.

Research has guided the development of the qualification. A participatory research approach has been followed in order to obtain baseline data on the needs and expectations of current teachers in both full-service and specialised schools when teaching learners who are visually impaired. More specifically, the team of Visual Impairment Studies personnel have visited 17 schools in five provinces since November 2017, involving 242 teachers as participants. In addition a colloquium was recently held, where 43 experts in visual impairment engaged in similar discussions.

Data generated during school visits and the colloquium were then processed and analysed by Professor Ronél Ferreira, Professor Ruth Mampane, Ms Maesala Thabe (who is also doing her PhD on this topic) and Dr Maximus Sefotho. The analysis has resulted in a draft outline for the proposed modules of the qualification, which is now taken back to the participants for further input and feedback. For this purpose, six colloquiums are being held in five provinces during the



▲ Prof Ronél Ferreira (Project Manager) supported by Dr Maximus Sefotho



▲ The personnel visited 17 schools and 242 teachers participated



▲ The group of people who assisted Prof Ronél Ferreira over a period of time in preparing to establish the project

period from June to September. In addition to module development, open education resources will also be developed as part of the project.

The ultimate goal is to register students through the Unit for Distance Education to enrol in the proposed programme in March 2020. The envisioned Centre for Visual Impairment Studies will then also present short courses in this field. 'What makes this planned Centre for Visual Impairment Studies unique is that it will be the first centre of its kind in South Africa,' said Professor Ronél Ferreira. This will allow the establishment of a facility where people from across South Africa will be able to network and from where cutting edge research can be undertaken in the field of Visual Impairment.



## Visual Impairment colloquium discussions



▲ Discussions were held at a colloquium which focused on the needs and requirements of teachers

## Sign language training for SASSA employees

***A country-wide, large-scale project to train 330 hearing South African Social Security Agency (SASSA) officials from all nine provinces, overseen by the Department of Educational Psychology, was recently completed.***

This 18-month project was led by Dr Pieter Smal of the Development Institute for the Deaf and Blind, who was supported by Professor Ronél Ferreira of the Department of Educational Psychology. The project was conducted through Enterprises@UP and funded by SASSA.

The purpose was to equip SASSA officials with Sign Language skills in order to be able to communicate with and understand deaf people who seek assistance when applying for social grants. In order to achieve this purpose, Dr Smal trained 26 deaf people who then took responsibility for training the hearing SASSA officials.

The training programme involved a theoretical component as well as practical interactive sessions. Following assessment at the end of the programme, 304 SASSA officials received a certificate at a SASSA sponsored graduation session at the St George Hotel, Pretoria, on 23 March 2018.

During this festive celebration, trained SASSA officials received their certificates from the Dean of the Faculty of Education,



▲ Prof Chika Sehoole, Dean, with a student who received a certificate

Professor Chika Sehoole. They also proudly demonstrated their acquired Sign Language skills during both the formal programme and informal conversations.



▲ Informal discussions among trainees



▲ Dr Pieter Smal with Prof Chika Sehoole and Prof Ronél Ferreira



# RYSE community

## Discussions with RYSE community

In May 2018, Mosna Khaile and Professor Linda Theron from the Department of Educational Psychology met with the SA RYSE Community Advisory Panel in eMbalenhle, Secunda. Professor Theron reported back on what she had seen and learnt during her visit to the Canadian RYSE site.

Everyone engaged in a planning session on the best way of recruiting 600 participants to complete the RYSE survey and provide hair samples (for cortisol measurements). The first 100 surveys were completed and hair samples were collected from 24 May to 2 June.



▲ RYSE Community Advisory Panel discusses strategies to recruit participants

## Visit to research site



▲ Prof Linda Theron (UP), Prof Michael Ungar (Dalhousie University, Canada) and Dr Roisin Seifert (Post-Doctoral Fellow, RYSE, Canada) visit Canadian RYSE research site

## Resilient Youth in Stressed Environments (RYSE) study in second year



▲ Lindokuhle Ubisi (Department of Educational Psychology), Mthandeki Zhange (Master's student), Kathrine Malakou (Master's student), Marianne Blunden (Master's student), Tammy Petersen (Honours student), Mosna Khaile (Project Manager) and Shandre Basson (Honours student) after a day of successful data collection

**The five-year RYSE study is now in its second year. Thirteen UP Educational Psychology students (five Honours students, seven Master's students and one PhD student) are involved in RYSE.**

On 14 April 2018 five of these students visited eMbalenhle (the SA RYSE site) to generate a third round of qualitative data. They were guided by Mosna Khaile, RYSE Project Manager and Lindokuhle Ubisi, who is co-supervising the RYSE Honours students with Professor Linda Theron (RYSE co-PI) from the Department of Educational Psychology.

Twenty-seven adolescents and young adults were engaged in photo elicitation and discussion activities. The RYSE Community Advisory Panel recruited the participants and endorsed the research activities. To date, 62 young people have participated in RYSE qualitative research.

On 4 May, Professor Linda Theron joined Professor Michael Ungar in a visit to the Canadian RYSE site in Drayton Valley, Alberta, Canada. Although there are unique aspects to both the Canadian and SA RYSE sites, young people at both sites report how the petrochemical industry is both a blessing and a blight. In both communities, young people's social networks (family networks in particular) play an important role in youth resilience.



## Staff attended scholarly workshop

The workshop was a follow-up on an earlier early career academic staff retreat, in which a number of issues meant to enhance research productivity – especially in publication and accessing local and international grant awards – were identified. The workshop was a staff support programme, in which intellectual and practical guidance was provided for NRF grant proposal writing.



▲ Attending the workshop were: Ms Cheresse Jones, Dr Marien Graham, Dr Celeste Combrinck, Dr Nevensha Sing, Dr Kimera Moodley, Dr David Sekao, Prof Gilbert Onwu (presenter), Dr Ernest Mabize, Dr Maitumeleng Nthontho, Dr Talita Calitz and Dr Phumlani Myende

## Faculty presents Master's and Doctoral support sessions

*One of the titles of the presentations at the Master's and Doctoral Support Sessions in March was a presentation from Dr Lizette de Jager on 'Writing up your dissertation/thesis'. She is from the Department of Humanities Education.*

Professor Emeritus, Professor Max Braun, gave a presentation on 'The winning thesis: How to avoid the mistakes that could lead to failure'.

Professor Kobus Maree from the Department of Educational Psychology spoke on the 'Construction of a proposal', while Project Manager Dr Michelle Finestone gave a presentation on 'Plagiarism and hands-on Turnitin training'.



▲ Dr Michelle Finestone discussed 'Plagiarism and hands-on Turnitin training' with the students

## Question-and-answer session held

Dr Lizette de Jager (Teaching and Learning co-ordinator for Humanities Education) arranged a question-and-answer session with staff teaching subject methodologies and who do school visits and assessments for Teaching Practice.

Together with the Teaching and Learning co-ordinators from other departments, Professor Estelle Gaigher (SMTE) and Ms Nontuthuzelo Mhlanga (EMPS), as well as the Acting Head of Teaching Practice, Dr Eric Eberlein, they led the session, providing guidance on instructional design and assessment in the

methodologies and how the work done there should manifest during the Teaching Practice periods. An ongoing conversation about the realities in the school system with which students from the Faculty are confronted will be the main focus of the next few sessions.

Dr Ronel de Villiers gave a 5-minute demonstration of how she tries to achieve a holistic, constructivist lesson through music. A follow-up session will be held in the second semester.

# CEA presents at literacy workshop in Cape Town

Mrs Karen Roux (researcher at the Centre for Evaluation and Assessment, or CEA) presented a paper on the Progress in International Reading Literacy Study (PIRLS) 2016 at a Literacy Association of South Africa (LITASA) workshop. The workshop was held at the Cape Peninsula University of Technology's (CPUT) Mowbray Campus on 18 May 2018.

The PIRLS 2016 study was completed under the auspices of the CEA and the researchers found that 8 out of 10 learners cannot read at the appropriate grade level. The PIRLS 2016 findings give rise to discussions about reading literacy and the importance thereof. The LITASA workshop focused

on an in-depth discussion about teacher preparation and classroom environment based on the PIRLS 2016 results. Mrs Roux's presentation looked at aspects such as teacher characteristics, formal qualification and professional development. She also reported on the results found when comparing classroom environment aspects – such as average class size, learners' lacking prerequisite skills and availability of classroom libraries – with learner achievement.

The discussion involved rethinking what is being done in the classroom as it would seem that in some instances, teaching from English language classrooms is being



▲ Prof Janet Condy from CPUT (left) and Mrs Karen Roux from the CEA

emulated in African language classrooms. This teaching method is currently being scrutinised as African languages are orthographically and morphologically different from English. LITASA members from the Western Cape Province as well as CPUT staff attended the workshop.

## Focus on Progress in Reading Literacy Study



▲ Dr Nelladee McLeod Palane, Language Co-ordinator at the CEA

Learner achievement as evaluated by the Progress in Reading Literacy Study (PIRLS) 2011 within primary schools, at the Grade 4 level, is markedly differentiated by the language of learning and teaching of the school; more specifically by whether learners are taught in English, Afrikaans, or an African language, with socio-economic and contextual factors having an interactive effect alongside language in education issues on learner achievement.

This is the argument in Dr Nelladee McLeod Palane's presentation, entitled, 'Language and the National Senior Certificate'. The paper was presented at the 12th Southern Africa Association for Educational Assessment (SAAEA) Conference that was held at the Capital Hotel in Menlyn, Pretoria from 13 to 16 May 2018. Among the objectives of the SAAEA are to encourage and facilitate dialogue among member states and institutions concerning education assessment systems.

Dr McLeod Palane, the Language Co-ordinator at the Centre for Evaluation and Assessment (CEA), argued that many learners whose home language is not English or Afrikaans enter Grade 12 ill-equipped to cope with the demands of writing a national examination in their second additional language.

She further argued that the level of language competence attained by learners progressing through the South African system affects overall achievement in the National Senior Certificate. Moreover, the low level of achievement attained by low socio-economic status learners is perpetuated by a hidden dynamic within the curriculum requirements – that of the learner divide between those who learn English at home language level and those who learn English at first additional language level.

## Elected for the PIRLS 2021 Questionnaire Development Group

Dr Surette van Staden was elected by the International Study Centre at Boston College to serve on the Questionnaire Development Group (QDG) for the Progress in International Reading Literacy Study (PIRLS) 2021.

The QDG consists of members from 40 different countries that participate in the PIRLS and it is tasked with the review of assessment frameworks

and questionnaires that will be administered in the PIRLS worldwide. Materials for preparation and review by the QDG are reviewed ahead of time before the QDG meets once annually to consolidate their activities. At the National Research Co ordinator meetings, all participating countries provide feedback and input on the work of the QDG in presenting the assessment frameworks and questionnaires.



▲ Dr Surette van Staden



# Validity in Language Assessments under scrutiny

The South African Rasch PLC (Professional Learning Community) members met in the Science, Mathematics and Technology Education Department at the University of Pretoria's Groenkloof Campus to further their understanding of measurement and assessment in education early in May 2018.

Dr Graham Dampier (Head of Department of the Integrated Student Success Initiative at the University of Johannesburg) gave an address about validity and language assessment. Dr Dampier provided bold and fascinating insight into the concept of validity and its challenges in language assessments. This sparked a lively debate about the problems of defining validity, the challenges of translating assessments and the difficulties faced in South Africa to follow best practices, such as designing instruments with panels. Some of the myths surrounding validity, according to Dr Dampier, include: that validity has one definition, that validity is fixed and stable and that all validity is construct validity.

Dr Dampier argued that validity should be a process: one in which a case is made for the applicability of the instrument in a certain context and for a specific population.

Following Dr Dampier's seminar, Mr Mishack Tshele (Data Manager at the Centre for Evaluation and Assessment) presented a practical demonstration on how to prepare data for a Rasch analysis. Mr Tshele focused on preparing data for the RUMM programme, but most of his instructions are also useful for other Rasch software. Mr Tshele led the group through the processes of setting up the data



▲ Mrs Corene Coetzee (SMTE), Ms Celeste Combrinck (SMTE), Ms Nthabeleng Lepota (UMALUSI), Ms Janine Hechter (UP), Ms Yvonne Gubler (UJ), Mr Mishack Tshele (CEA), Craig Pournara (WITS), Dr Qetelo Moloi (TUT) and Dr Graham Dampier (UJ)

in Excel, making sure the data are clean, creating code books and importing the data into RUMM. Both the theoretical and practical aspects of measurement using the Rasch models were explored in this successful PLC meeting.

## Staff at the Centre for Evaluation and Assessment (CEA)



▲ **Front row:** Ms Celeste Combrinck, Dr Surette van Staden (Acting Director) and Ms Gabriel Makoena  
**Back row:** Mr Mishack Tshele, Dr Nelladee Palane, Ms Taslima Ahmed, Ms Karen Roux and Ms Thembisile Matlou

## Editorial



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

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# Honoured by EASA

Professor Liesel Ebersöhn, Director of the Centre for the Study of Resilience, was honoured with a Research Medal.

The Education Association of South Africa's (EASA) Research Medal is awarded to academics who have attained outstanding achievements in educational research, demonstrated by consistent publication in academic journals and book publications with international impact over a period of at least ten years; leadership and development of education research, demonstrated by two or more successful supervisions of postgraduate students; editorship of an academic journal; leadership of national/international research associations; and successful completion of funded research projects.



▲ Prof Liesel Ebersöhn after receiving a Medal from EASA

## Participation in counter-terrorism



▲ Prof Liesel Ebersöhn delivering a keynote address at EASA

*Professor Liesel Ebersöhn, Director of the Centre for the Study of Resilience, participated in an invitational session of the United Nations Security Council Counter-Terrorism Executive Directorate Mission to South Africa in May 2018, in Pretoria.*

The focus of the mission was to conduct an assessment of South Africa's counter-

terrorism machinery. The invitational discussion focused on role of the civil society in preventing and/or countering violent extremism. The meeting also included a discussion on terrorism financing risk and vulnerability, including self-regulation and co-operation with relevant regulatory authorities.

Professor Ebersöhn was able to contribute insights related to resilience evidence and the way in which instrumental social support in Southern Africa plausibly moderates the impact of extremism.

## The Centre for the Study of Resilience (CSR)



▲ Ms Carine Jonker, Prof Ronél Ferreira, Ms Rónel van Rhyn, Prof Liesel Ebersöhn, Prof Salomé Human-Vogel (Deputy Dean), Prof Linda Theron, Ms Corneli Oosthuizen and Ms Marisa Leask



# Dream2Play Session in Collaboratorium

The Living Lab for Innovative Teaching at the University of Pretoria (LLITUP) research unit commenced the 2018 'one-thousand-and-one challenge' series with the first of their Dream2-sessions in the Collaboratorium.

These sessions will be scheduled throughout 2018 and will include Dream2Play, Dream2Learn and Dream2Research. The aim of these sessions is to bring researchers, students and practitioners in technology in Education together in an environment that fosters inter-disciplinary collaboration and innovation. In this process we hope to bring 1,001 feet in contact with the LLITUP research unit, to support the development of 1,001 skills, to collect 1,001 illustrations of innovative teaching with technology, to find and assess 1,001 apps and to print 1,001 3D prints.

***The Dream2Play open Collaboratorium sessions allow participants to play and experiment with technology in the LLITUP lab and to dream about the application possibilities in Education.***

The first session for 2018 focused on virtual reality, augmented reality and different electronic writing surfaces. The session was unstructured and was open to the Faculty of Education.

The first Dream2Research session was held in February. Postgraduate students and researchers that work with or are interested in technology in Education attended this session. Professor Marlien Herselman from the CSIR did a presentation followed by the opportunity for researchers to share their research with each other in a network-building activity.



▲ Ms Zaheera Cassim with Prof Chika Sehoole, Dean. On the left is Ms Mishack Tsele



▲ At Dream2Play was Mr Mishack Tshele, Dr Surette van Staden (Acting Director: CEA), Dr Ronel Callaghan (LLITUP), Ms Taslima Ahmed, Ms Celeste Combrinck and Ms Karen Roux from CEA



▲ Postgraduate students in a session at the Collaboratorium



# New Head of Teaching Practice

Dr Senoelo Nkhase who was an Education Consultant at Education Innovation has been appointed as the Head of Teaching Practice.

Dr Nkhase brings a wealth of knowledge and experience to the position that will be of great benefit to the education and professional development of the students.

She started her career as a high school Mathematics and science teacher in 1997 and progressed to serve in the school education system as the Education Officer and Inspector of Schools from 2002 to 2005. Dr Nkhase has a significant number of years' experience within the Higher Education sector, working with students and academic teams. She started her Higher Education

career in 2006 as a Language for Science (Academic Purposes) tutor at the University of Johannesburg.

She then served as the programme co-ordinator and curriculum advisor for the extended degrees in engineering and science in the Faculty of Science and later as a lecturer in the Faculty of Education of the same university. In 2013, she took on the position of the Academic Director of Production Management Institute of Southern Africa (PMI), a private higher education institution and a subsidiary of Adcorp Holding. She joined the University of Pretoria in 2017 as the Education Consultant – Higher Education curriculum, teaching and learning.



▲ Dr Senoelo Nkhase

**Dr Nkhase holds a PhD and Master's degree in Mathematics as well as a BEd Honours degree in Curriculum Studies.**

## Rita Venter said goodbye

Ms Rita Venter began to work at the University of Pretoria on 24 January 1990. She retired in March 2018.

We celebrated her life at the Faculty when 60 people attended a function in the Normal Hall. 'Thank you for the kind words and acknowledgment for the work I have done. Yes, I am starting a new chapter of my book of life. For me, life is a book filled with chapters and now I am done with the DE chapter and am going to start with the Retirement Chapter,' she said.

When Education moved to the Groenkloof campus, Ms Venter was the only staff member on the campus. 'Mr Johan Haumann and Mr

Willie Potgieter added the students of the college on the system of UP and I had to study the curriculum and check if every student's records were correct, especially the final year. Yes, I was the staff member in charge of the student admin roll-over to UP,' she added.

Ms Venter also credited her A-team of Distance Education who worked with her, as well as Dr Tony Mays and his team, saying,

***'I will always remember you. I will always think of the good time. I will always keep it near my heart. I will treasure my time at Distance Education.'***



▲ Ms Rita Venter (middle) with Ms Emsie Piek and her granddaughter

◀ The group who attended her farewell function presented by the Unit for Distance Education



# Support young people in post-conflict settings



▲ Prof Chaya Herman and Dr Charity Meki-Kombe

Professor Chaya Herman, Associate Professor at the Department of Education Management and Policy Studies and Dr Charity Meki-Kombe, Post-Doctoral Research Fellow, are participating in an international project, *Changing The Story (CTS)*, which aims to explore how civil society organisations (CSOs) support young people in post-conflict settings. Professor Herman and Dr Meki-Kombe are working with partners in Cambodia, Colombia, Kosovo, Rwanda and South Africa.

The first stage of the project comprised evaluation of a pilot education programme, the Change Makers Programme (CMP), conducted in both South Africa and Rwanda. The CMP aspires to use history to develop the skills required to help the new generations that have not lived through the past atrocities to become active upstanders and leaders who will promote pluralism and tackle extremism in their societies. The pilot programme was collaboratively developed by stakeholders from South Africa (the Johannesburg Holocaust and Genocide Centre and the Cape Town Holocaust Centre) and Rwanda (Aegis Trust, an organisation working to prevent genocide and crimes against humanity worldwide). The programme was designed in the form of a three-day workshop for high school learners using various methodologies and it consisted of four major components: an examination of three case studies from the Holocaust, the genocide against

the Tutsi in Rwanda, apartheid in South Africa and leadership. Each history component included a section on moral choices. The evaluation was concluded in April 2018.

The second phase will begin soon and will involve evaluation of the programme to train trainers in South Africa, Rwanda and Nigeria to expand the CMP programme.

***This project is funded by the Arts and Humanities Research Council and Global Challenges Research Fund and is being co-ordinated by the University of Leeds in collaboration with ten other research organisations across six countries, including Cambodia, Colombia, Kosovo, Rwanda, South Africa and the United Kingdom.***

It is anticipated that through this project, the partnership between the University of Pretoria and the University of Leeds will be strengthened. In addition, it is also trusted that the collaboration will provide opportunities for more staff and students to establish new networks, spawn innovative research ideas and integrate into a larger community of international scholars.

## Staff members from SMTE in Romania

Professor Gerrit Stols and Dr Marien Graham from the Department of Science, Mathematics and Technology Education (SMTE), as well as Dr Jeanine Mwambakana, former staff member of SMTE, visited 'Vasile Alecsandri' at the University of Bacau, Romania on the Erasmus+ Mobility Programme.

The Erasmus+ Programme provides a global experience for both students and staff. During this visit the relationship between the University of Pretoria and the University of Bacau was discussed since international collaboration is of great importance as it assists other students and staff members in embarking on research, training and teaching activities in future.

Erasmus+ has opportunities for people of all ages, helping them develop and share knowledge and experiences at institutions and organisations in different countries. Dr Graham said,

***'The opportunity to talk to one another and to interact with international collaborators can lead to future opportunities. It was a pleasurable memory, as well as an enriching experience.'***



▲ Prof Gerrit Stols, Dr Jeanine Mwambakana and Dr Marien Graham, with other participants of the Erasmus+ Programme



# Internationalisation

## Humanities staff in Bergen

Dr Raita Steyn and Ms Delene Human from the Department of Humanities Education and Professor Lize Kriel from the Department of Visual Arts at the University of Pretoria recently went to the University of Bergen (UiB) in Norway to present their papers at a 'Michaelological' conference sponsored by SPIRE, a 'Strategic Programme for International Research and Education'.

The conference was two-fold: on the one hand it aimed to produce a book with its proceedings; on the other hand it aimed to initiate a network for the study of the Archangel Michael, which, in the coming years, will form a balance between Eurocentric and Afrocentric approaches. Other participants specialising in Early Christianity, Byzantine studies,

Coptic tradition and art and angelology in religion were from universities in Paris, Amsterdam, Oslo, Warsaw, Bergen, Edinburgh, Southampton and Ireland.

Dr Raita Steyn's paper concerned artist Jackson Hlungwani's New Jerusalem and revealed the Archangel Michael's connections to the Tsonga, Venda and other African traditions compared to the Orthodox Ethiopian and Byzantine traditions. Ms Delene Human's research critically investigated the interpretation of the Archangel Michael in relation to the archetype of the resurrection myth, through the hero's journey manifested throughout history, while Professor Lize Kriel's contribution was an exploratory study of representations of 'Saint Michael as "elsewhere": Myths of misplacement in

the changing visual landscapes of South Africa's Capital Cities'.



▲ Ms Delene Human, Dr Raita Steyn and Dr Lize Kriel from the Department of Visual Arts

## Quality talk discussions in Pennsylvania

Dr Funke Omidire, from the Department of Educational Psychology, was a visiting scholar at the Department of Educational Psychology, Faculty of Education at Pennsylvania State University, State College, Pennsylvania, USA.

Dr Omidire visited the Quality Talk team to finalise discussions on the adaptation of the Quality Talk framework for promoting

discussion as a tool for developing critical thinking skills in South African classrooms. The project is a collaboration between the Centre for the Study of Resilience (CSR), Professor Liesel Ebersöhn, Professor Karen Murphy and her team, Dr Funke Omidire and three Doctoral students: Ms Marisa Leask, Ms Sheila Sefhedi and Ms Sipikelelo Mugari from the partner school in Mpumalanga.



▲ Ms Liwei Wei, Ms Sara Baszczewski, Ms Rachel Croninger (Pennsylvania State University), Dr Funke Omidire, Prof Karen Murphy, Ms Ana Butler and Ms Ying Wang (Pennsylvania State University)



## Keynote at Nevsehir, Turkey

Professor Liesel Ebersöhn read a keynote paper at the Tenth International Congress of International Research in Nevsehir, Turkey in April 2018.

Her paper was entitled: 'A resilience, health and well-being lens for education and inequality: What matters for education in schools with high risks and low resources?' She argued that, as is the case in affluent societies, the health and well-being outcomes of people in unequal societies have relevance for educational research. She drew on four long-term studies on resilience in challenged settings to show how resilience, health and well-being agendas may lead to positive well-being outcomes given inequality.

Professor Ebersöhn found that emphasis on social support to address poverty-associated risk could benefit collective self-esteem, meaningful attachments and enable functional learning, development and well-being spaces for children and young people.



▲ Prof Liesel Ebersöhn delivering a keynote address in Turkey

## CEA staff member in Hamburg

Ms Karen Roux, Project Co-ordinator of the Centre for Evaluation and Assessment (CEA), attended the Ninth National Research Co-ordinator (NRC) meeting of the Progress in International Reading Literacy Study (PIRLS) 2016, held at the Steigenberger Hotel in Hamburg, Germany, in February.

During this meeting the participants received hands-on International Database (IDB) training in order to merge datasets, conduct data analysis and generate outputs for dissemination.

Falk Brese, International Association for the Evaluation of Educational Achievement (IEA) Research Analyst, conducted the training in the use of the IEA IDB Analyzer, while the Head of the Research, Analysis and Sampling Unit at the IEA in Hamburg, Sabine Meinck, delivered a presentation on testing for statistical significance. In addition to the data analysis training, participants also concluded the PIRLS 2016 study and the IEA commended the participants for a successful release.

***The South African PIRLS 2016 revealed that nearly 8 out of 10 Grade 4 learners cannot read for comprehension compared to 4 in 100 internationally. The South African PIRLS 2016 and PIRLS Literacy 2016 country reports are available on the CEA website.***

Ms Roux, who is currently busy with her PhD in Assessment and Quality Assurance, focusing on the validity of PIRLS instruments in South Africa, also attended the first NRC meeting of the PIRLS 2021 project held in Hamburg in February.

This meeting focused on the reviewing of informational and literary passages as well as contextual questionnaires. The reading assessment framework was also reviewed to ensure that it reflects current trends in reading literacy. Other countries that attended the meetings included the USA, Canada, Norway, the United Arab Emirates, Chile, Chinese Taipei and Morocco.



▲ Ms Nadine Radermacher (standing) of IEA Hamburg assisted Ms Karen Roux during the Ninth PIRLS NRC meeting

## Deputy Dean in Nashville

Professor Salomé Human-Vogel attended the Dream 2018 Conference in Nashville, Tennessee in February.

Professor Human-Vogel benefitted from the conference as it provided her with the opportunity to listen to many presentations from colleagues in the network of community colleges across the USA who struggle with many of the same challenges our Institution is also trying to overcome. In a sense, the conference assisted her to develop a greater appreciation of the systemic, social, contextual and global challenges that Higher Education Institutions face, but it also provided her with the opportunity to listen to presentations in which some institutions shared their experiences with successful strategies and lessons learned. The conference definitely contributed to a more nuanced understanding and perspective on the local and global challenges of Higher Education Institutions in the USA and in South Africa.

Professor Human-Vogel was also able to attend one pre-conference workshop presented by Professor David R. Katz, entitled, 'Developing a culture of civility, inclusion and empowerment through emotional intelligence'. The workshop

focused on how emotional well-being is crucial to student success. One of the outcomes of the workshop was the practical strategies to help create a connection with the students we serve through the FORD principles, which involve asking students about their Family and Friends, Occupation, Recreation and Dreams, to ensure that we know who the students that we serve are. Professor Human-Vogel also attended a Blackboard session in the Exhibit Hall because, she said, 'My institution uses Blackboard extensively, so it was good to see how learning and assessment principles are built into the design of Blackboard and how it can be used effectively by also including Management and Department Chairs. One of the core messages was 'connecting students to a pathway' and to find ways of ensuring that students stay on that pathway.

Another presentation that had a huge impact on how Professor Human-Vogel said she would approach student success in our institution was a presentation by Civitas Learning which quoted extensively from the book by Todd Rose, entitled, *The End of Average: How we succeed in a world that values sameness*. Getting students on a pathway was emphasised again, as



▲ Prof Salomé Human-Vogel, Deputy Dean: Teaching and Learning, who visited Nashville in Tennessee earlier this year

well as the importance of helping staff to understand that different pathways are needed for students who come into higher education with very different experiences. The idea of a 'wildly important goal' was central to a presentation by Dr Hallace Graff, Eval de la Riva and Joianne Smith, where they presented how they changed their teaching to increase student engagement, persistence and equity.

## Lecture on Croatian music fascinating

The Department of Humanities Education invited Professor Berislav Jerković, Associate Professor working at the Academy of Arts in Osijek, as well as Professor Antoaneta Radocaj-Jerkovic, Associate Professor at Osijek. They gave a lecture in June to discuss 'The influence of different vocal traditions on the development of Croatian Art Music'. They discussed different influences, both traditional and artistic, which have impacted Croatian artistic vocal music as it is known to us today.



▲ With Prof Berislav Jerković and Prof Antoaneta Radocaj-Jerkovic from Croatia were Mr Gerhard Genis and Ms Linette van der Merwe

The Croatian vocal tradition grew primarily from two performing practices of medieval music. On the one hand, these involved the Gregorian chant that is characteristic of the entire medieval Catholic Europe. On the other hand, it is the characteristically and uniquely Croatian Glagolitic chant (liturgical singing of Catholic priests and Glagolitic clerics) typical of Dalmatia and Istria that was developed in the 9th century, first in Old Church Slavic and then in Croatian, that endured by word of mouth to this day.

Also, several original Croatian vocal traditions which are inscribed on the UNESCO Representative List of the Intangible Cultural Heritage were presented. They include musical traditions that are passed from generation to generation and that represent the starting point for developing a sense of identity and cultural continuity.

Lecturers presented vocal music of the most prominent Croatian composers, from the Renaissance period till the modern day, such as Julije Skjavič, Julije Bajamonti, Ivan Lukačić, Vatroslav Lisinski, Ivan pl. Zajc, Blagoje Bersa, Josip Štolcer Slavenski, Jakov Gotovac, Boris Papandopulo, Josip Hatze and Ivan Matetić Ronjgov, which were influenced by Croatian folk melodic; they either composed using literal folk motifs or found rhythmic and melodic solutions akin to folk music tradition. These composers used Croatian folklore in their works, but also the folklore heritage of other South Slavic peoples, as during that time Croatia was part of the Kingdom of Yugoslavia and, later, SFRY. The compositions exude a pronounced flowing rhythm and irregular measures typical of the Balkans, Macedonia, Serbia and Bosnia.



## Faculty hosts high-level delegation from China

The Faculty of Education hosted a high-level delegation from the Northeast Normal University (NENU) which is situated in the city of Changchun, China, in April.

The delegation included Professor Guo Jianhua (Vice-President, NENU), Professor Yang Yingxiu (Professor and Doctoral Supervisor of Educational Economy and Management), Professor Zhou Lin (Deputy Dean of the Faculty of Education), Professor Sun Desheng (Deputy Division Director of International Co-operation and Exchanges) and Mr Zhang Lijun Peter (Co-ordinator of the International Co-operation and Exchange Programmes and translator). They visited the University of Pretoria to discuss a number of important issues related to the Memorandum of Understanding that exists between these two institutions.

At the first of a series of meetings scheduled for the day, the NENU delegation met with Professor Salomé Human-Vogel (Deputy Dean: Faculty of Humanities), Professor Everard Weber (Head: Department of Education Management and Policy Studies), Dr Teresa Ogina (Project Leader: UP/NENU '20+20' Research Project), Professor Gerrit Stols (Head: Department of Science, Mathematics and Technology Education) and Dr Eric Eberlein (Team member: UP/NENU '20+20' Research Project). Also present was Dr Aceme Nyika (Head: Graduate Support and Acting Head: International Co-operation Division) to discuss areas of research, teaching and learning collaboration, as well as the

development of a mechanism for selecting full-scholarship Master's and/or PhD candidates from among the graduates of UP to study at NENU under the China-Africa 20+20 Co operation Plan.

The delegation also discussed ways to maintain the sustainability of research and co operation between UP and NENU under this plan and the possibility of inviting UP academics to teach and do research at NENU.

At the second and final meeting of the day, the NENU delegation met with Professor Roumen Anguelov (Head: Department of Mathematics and Applied Mathematics), Professor Vinesh Maharaj (Head:

Department of Chemistry) and Professor Andriette Bekker (Head: Department of Statistics) to discuss the possibility of co-operation between these two institutions to develop and improve the teaching of Mathematics and the sciences on the African continent.

After lunch on campus and a campus tour, the NENU delegation met with Vice Chancellor and Principal, Professor Cheryl de la Rey, in Kya Rosa to exchange introductions and to express mutual good wishes for the development and sustaining of the China-Africa 20+20 Project and the role that UP has played and will continue to play in the success of this Project.



▲ Prof Guo Jianhua (Vice President, NENU), Prof Yang Yingxiu (Prof and Doctoral Supervisor of Educational Economy and Management), Prof Zhou Lin (Deputy Dean of Faculty of Education), Prof Sun Desheng (Deputy Division Director of International Co-operation and Exchanges) and Mr Zhang Lijun Peter (Co-ordinator of International Co-operation and Exchange Programmes and translator), seen here with Prof Salomé Human-Vogel, Deputy Dean and Mr Eric Eberlein



▲ Involved in the development of the DEd programme are, from left to right: Prof Johan Beckmann (EMPS Department), Prof Brian Perkins, Prof Jukka Alava, Prof Derick de Jongh and Mr Andre du Plessis (EMPS Department)

## International experts assist in development of new professional Doctorate

The Department of Education Management and Policy Studies has been tasked with developing a new professional DEd degree programme.

Professor Jukka Alava, former Director of the Institute for Educational Leadership in Finland, Professor Brian Perkins from the University of Columbia in the USA and Professor Derick de Jongh, Director of the Albert Luthuli Centre for Responsible Leadership, visited the Department during March to assist with the development of this new innovative programme.

# Dean spreads his wings over East Coast of USA

## Miami University



Professor Chika Sehoole, Dean of the Faculty of Education, visited three universities in the USA to discuss interaction between them and the University of Pretoria.

At Miami University he discussed the possibility of sending some of our students to do teaching practice with them as the

University of Pretoria is in collaboration with the University of Miami. Miami University (also referred to as Miami of Ohio or simply Miami) is a public research university 35 miles north of Cincinnati.

Miami University is well-known for its liberal arts education; it offers more than 120 undergraduate degree programmes and over 60 graduate degree programmes within its 8 schools and colleges, in: architecture, business, engineering, humanities and the sciences.



## Fordham University



Professor Chika Sehoole and Professor Ruth Mampane, Head of the Department of Educational Psychology, also visited Fordham University in New York to

discuss agreements in terms of Educational Psychology, Educational Leadership and Science Education.

Fordham University is a private research university in New York City. Fordham enrolls approximately 15 300 students from more than 65 countries.

It consists of ten constituent colleges (four of which are undergraduate and six of which are postgraduate) across three campuses in southern New York State: the Rose Hill Campus in the Bronx, the Lincoln Center Campus in Manhattan's Upper West Side and the Westchester Campus in West Harrison, New York.



▲ Prof Ronél Ferreira from the Department of Educational Psychology, Prof Everard Weber: Head of the Department of Educational Psychology, Dr Stephen Freedman: Provost of Fordham University, Dr Ellen Fahey-Smith: Associate Vice-President at the Office of the Provost, Prof Chika Sehoole: Dean, Dr Laura Mast from Fordham College at Rose Hill, Prof Saloshna Vandeyar from the Department of Humanities Education and Dr Kgadi Mathabathe from the Department of Science, Mathematics and Technology Education

## Boston College



Professor Chika Sehoole also attended a conference for faith-based universities and internationalisation at Boston College. The University has more

than 9 300 full-time undergraduates and nearly 5 000 postgraduate students. The University's name reflects its early history as a liberal arts college and preparatory school (now Boston College High School) in Dorchester. Boston College, the first institution of higher education to operate

in the city of Boston, is today among the nation's foremost universities, a leader in the liberal arts, scientific inquiry and student information.

<http://www.bc.edu/bc-web/about.html>



# Professor Maree presents at UNESCO Conference

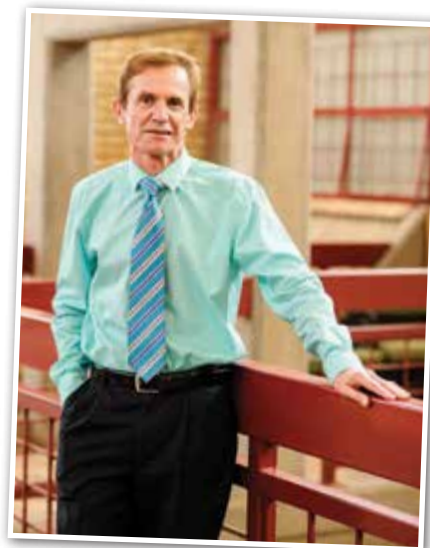
UNESCO presented the International Conference on Guidance and Counselling for Solidarity, Social Justice and Dialogues in a Diverse World in Wroclaw, Poland, in May this year. Professor Kobus Maree from the Department of Educational Psychology delivered a keynote address.

Professor Maree spoke about '(Re-) Conceptualising, innovating and integrating methodologies and interventions in career counselling to promote dialogues, advance a sustainable decent world and facilitate social justice'.

Shaping and innovating theorists', researchers' and practitioners' responses to fundamental changes in the occupational world are keys to ensuring their continued usefulness and value for (prospective) workers in the 21st century. Equipping people with the agility to turn Work 4 related challenges into opportunities, with the vision to embrace and utilise technological advances and foreshadow Work 5-related challenges, lies at the heart of such an approach. Needed is an approach premised

on a rigorous conceptual foundation, a viable research methodology and proven application (intervention) possibilities. Moreover, careful interrogation of the merits and demerits of regnant Euro-North America-centric theories and practices and conducting research on the development of indigenous approaches are essential.

Professor Maree also discussed the findings of (adapted action research) projects in disadvantaged (developing/third-world) (South) African regions. Promising results were obtained by implementing an integrated 'qualitative plus quantitative' career- (and life-) construction counselling and life-design-related approach. While abject poverty constitutes a major challenge to adequate career-life-construction and successful life-design, the grave reality that many people are denied the opportunity to find meaning and purpose in their work lives also constitutes a key challenge. Recommendations were also made for an improvement in the situation and furtherance of Goal 8 of the UN Agenda for Sustainable Development, namely,



▲ Prof Kobus Maree

endorsing, encouraging and enhancing sustained, inclusive and sustainable economic growth, productive employment and decent work for all.

## Keynote in Istanbul



▲ Prof Kobus Maree delivered a keynote address at a conference in Istanbul, Turkey. The title of his address was 'Harmonizing scores and stories to enhance the contribution of mental health practitioners: Changing the language and practice of (career) counselling discourse'. The keynote address explained how mental health practitioners can draw on an integrative quantitative+qualitative approach to elicit and subsequently integrate and harmonize people's life-career 'stories' and 'scores' (test results) to help make meaning and find a sense of purpose in their career-lives.

## Prof Vandeyar presents papers



▲ At Sao Paulo University where Prof Saloshna Vandeyar from the Department of Humanities Education did networking and collaboration with Prof Claudia Rosi Riolfi and Dr Renata Oliveira de Costa.

# Chairing symposium at a Congress in Poland

Professor Kobus Maree, from the Department of Educational Psychology, chaired a session at a congress in Poland and gave a presentation on 'Drawing on a contextualised career counselling strategy to promote guidance and counselling for solidarity, dialogues and social justice'.

Formulating career counselling theories to relate to specific cultural contexts happens routinely, despite the fact that what works well in certain contexts may (for many reasons) not work elsewhere. Contextualisation of theory, research and practice and relating such contextualisation to work-related, contextual challenges

before using them in contexts that differ from the original contexts in and for which they were originally conceptualised, are needed. Such strategies should promote rigour (validity, reliability and trustworthiness) of assessments and interventions and enhance guidance and counselling for solidarity, dialogues and social justice.

The researchers were able to examine relevant career counselling-related constructs from multiple perspectives within research contexts. Moreover, dialogue was promoted, a sense of solidarity between participants and between researchers

and participants was attained and social justice was promoted. The outcomes confirmed that research outcomes should be interpreted contextually in contexts that differ from typical European and North American contexts (developing country contexts in particular).

It seems key to ensure that career counselling methodologies developed in given contexts are harmonious with the conditions in less-advanced contexts. To this end, multiple cultural, educational, gender and socio-economic factors should be considered to make career counselling more appropriate and relevant in developing countries in particular, to promote guidance and counselling for solidarity, dialogues, and social justice.



▲ Prof Kobus Maree (left) chaired a session at a congress in Poland. This Baroque music room is one of the representative interiors in the main building of the University of Wrocław

*Implications for future research included the fact that future research on promoting solidarity, dialogues and social justice by means of career counselling endeavours should include the enhancement of contextualized strategies (qualitative and quantitative) that will promote a sense of meaning and purpose in the work lives of workers from a variety of walks of life and contexts that often vary drastically.*

## Secretary General of WERA re-elected

Professor Liesel Ebersöhn, Director of the Centre for the Study of Resilience, has been elected to a second four-year term as Secretary General for the World Education Research Association (WERA).

Founded in 2009, WERA is an association of national, regional, international and specialty research associations dedicated to advancing education research as a scientific and scholarly field. WERA's initiatives are global in nature, transcending what any single association can accomplish in its own country, region, or area of specialization. This association of 25 national, regional and international specialty research associations aims to advance education research as a scientific and scholarly field worldwide to serve the public good.

Professor Liesel Ebersöhn is regarded as a leading educational psychology scholar and teacher in resilience and resilience-promoting interventions in high-risk school settings. Her research is positioned in contexts characteristic of a global South emerging economy country in transformation. She combines emancipatory and intervention methodologies as social justice pathways to investigate resilience as human-ecological and cultural-adaptive responses to chronic and cumulative adversity.

Her recognised scientific contributions include a generative theory (relationship-resourced resilience) describing an emic system to counter chronic adversity, as well as 'flocking', a word she coined to depict a collectivist indigenous psychology



▲ Prof Liesel Ebersöhn

pathway to resilience. Her research focus has had a decided impact on curricula for teacher training in several Higher Education Institutions in South Africa. Her teaching and research outputs attest that higher education can effectively integrate research, teaching and learning, as well as community engagement. Her pedagogy aligns with global citizenship and education as key strategies to restructure postcolonial conditions.



# Chemistry embarks on much-needed outreach project

*The Department of Chemistry and the Department of Science, Mathematics and Technology Education (SMTE) will be hosting the University of Pretoria's Community Engagement (CE) programme which is called the UP-SUNCOI (University of Pretoria-Stellenbosch University Community Outreach Initiative).*

The University of Pretoria is represented by Dr Kgadi Mathabathe from SMTE, Mr David Mahapane (laboratory technician at SMTE) and Professor Marile Landman (Lecturer in the Chemistry Department).

The main objective of this project is to assist Grade 10, 11 and 12 learners from disadvantaged backgrounds and from schools where the necessary facilities do not exist to do practical work in Physical Science in order to complete the compulsory practical component of this subject. Both the teachers of these pupils and the students of the University of Pretoria will benefit from this Community Engagement initiative.

At the University of Pretoria, Community Engagement (CE) is embedded into the curriculum and is compulsory for all students. CE at UP is only made possible in co-operation with the community and it exists in partnership with various sectors from the community. The CE process not only facilitates co-operation between communities and the University, but also provides the means whereby all parties can actively discover knowledge, teach and learn from each other. It has been proven that CE contributes to an environment where

student learning is enriched and research relevance is enhanced. It supports the institutional commitments to reciprocity, redress, development and transformation. With this in mind, the Department of Chemistry and SMTE have initiated the Chemistry Community Engagement Initiative which aims to assist disadvantaged high schools (both learners and teachers) with their curriculum-prescribed Chemistry practical work.

Many underprivileged schools have no access to laboratory space or chemicals. Regardless, the teachers are still expected to present prescribed 'practicals' to their grade 10, 11 and 12 learners. These 'practicals' are an essential part of the learners' assessment, so not having the infrastructure or resources to host these 'practicals' poses a big problem to teachers and, subsequently, to the learners. Unfortunately, this also leads to a decline in the number of learners in Physical Sciences, ineffective practical work and a lack of confidence on the part of teachers in doing practical work. This CE project provides UP with the opportunity to make optimal use of its resources and share its privileges by giving communities access to its Chemistry laboratories.

It furthermore supports the interaction of an entire community of scholars: SMTE pre-service teachers, in-service teachers (current high school teachers), school learners, university postgraduate students and Chemistry and Teacher Education lecturers.

The staff of the University of Pretoria's Chemistry and SMTE Departments have launched this CE initiative together with disadvantaged schools in the Pretoria area and it will continue to be conducted at the laboratories on the Groenkloof Campus of UP.



▲ A breakfast snack for the learners before the day's activities begin



▲ Grade 11 Practical work - Intermolecular Forces

The first round of the CE initiative commenced in May 2018 with 79 Grade 11 and 12 learners from one disadvantaged school.

Throughout the implemented project, the staff and students at UP will volunteer their services and facilities free of charge to assist these underprivileged learners to complete their compulsory experimental requirements. As these learners are from poor areas, they will be provided with breakfast (muffin and juice) and lunch (sandwich and juice).



▲ UP-SUNCOI Organizing committee: Dr Kgadi Mathabathe (SMTE), Prof Marilé Landman (Chemistry), Mr David Mahapane (SMTE) and Dr Frikkie Malan (Chemistry)



▲ Learners listening to a presentation

# Transformed recruitment strategy implementation for 2018

by Dr Rakgadi Phatlane

The journey that started in The Cape Flats and in Ixopo in the KZN Province in April 2018 continued into Limpopo between May and June 2018.

The Faculty of Education was invited by the Limpopo Provincial Government's Human Resources Development Director, Ms Susan Malima and the Manager of the Funza Lushaka Bursary in Limpopo, Mr Pitsi Maloba, to visit the province in giving the students who qualified in the Faculty of Education at the University of Pretoria access to study to become teachers in the Limpopo Province. The province works together with the Department of Basic Education Initial Teacher Development Directorate in these recruitment meetings.

The province recruited teachers for the scarce skills subjects, together with Foundation Phase teachers for Sepedi and Xitsonga for the 2019 intake. The Department of Basic Education was represented by the Deputy Director for Initial Teacher Development, Mr Ben Lubisi and the Assistant Director, Mr Clive Bapela; the University of Venda was represented by Dr Muthambi and Dr Tshiove from the School of Teacher Education; the University of Limpopo (UL) was represented by Mr Masemola from the Funza Lushaka office at UL; and the University of Pretoria was represented by Dr Rakgadi Phatlane, Recruitment Manager, who visited 10 districts.

Dr Phatlane travelled 5 000 kilometres around the province. Her journey started in the Makhuduthamaga Municipality in the Sekhukhune, at the Peter Nchabeleng stadium and then continued to cover the following areas: Sekhukhune District

Municipality at Jane Furse Comprehensive School, Mosebu Primary School in Rivercross, Tshabelang Dinoko Secondary School in the Drakensburg, Burgersfort, Mazwi a Nape and Photo Primary Schools, Helen Franz, Botlokwa in the Bochum Senwabarwana area, Moletji Moshate Hall, Mankgaile Primary School, Lebogakgomo Community Hall in the Capricorn District, Vhembe West District at Makhado Multi-Purpose Centre and at Muthuhadini Combined School, Vhembe East at Tshilidzini Secondary School and Malamulele Central Circuit Hall and Mopani District at Giyanai Science Centre and at Majenje in the BN Ntsanwisi Junior Primary School Hall.

The roadshow ended in the Tzaneen area at Burgersdorp Senior Primary School Hall, with sessions completed at the Mokwakwaila Stadium Hall at gaModjadji, the Rain Queen's area.

***The participating universities recruit students who meet their admission criteria in their Teacher Training Programmes. The Department of Basic Education at national level together with the Department of Basic Education at province level then award these students the Funza Lushaka Bursary, or the bursary from the province.***



▲ Dr Rakgadi Phatlane, Recruitment Manager in the Faculty of Education

The Faculty partnered with the Department of Basic Education to recruit students from destitute areas and allow them free access to the BEd Programme on merit. This is a strong partnership which goes a long way into bringing hope to the hopeless and to changing the status quo for the young people who are reached during this roadshow.

It is answering the 'Thuma Mina' (Send Me) call by President Cyril Ramaphosa as the team is committed to restoring hope to the youth. Even those who do not qualify get back to school for the Second Chance Programme of the Minister of Basic Education to improve their Grade 12 results in order to qualify in the next round!

The Funza Lushaka Bursary covers tuition, accommodation, food, book allowance and a monthly stipend. In this way, the Faculty not only provides access to the deserving students, but also takes part in poverty alleviation and the reduction of unemployment.

By doing this the Faculty assists the country in creating youth who are economically-active and responsible and teachers who are responsible SA citizens.



▲ The University of Pretoria is brought to the rural areas in South Africa



▲ Information session at school



# Dean's concerts on campus





# First years' studies aligned during lecture

On 3 May 2018 a lecture was presented to first year BEd students regarding tutoring and mentorship. Innocent Kotlolo, Academic Officer of House Education, was the Master of Ceremony.

Dr Rakgadi Phatlane, Faculty Transformation and Recruitment Manager, spoke on behalf of the Dean, Professor Chika Sehoole. She shared her journey in the academic world and encouraged students to work hard to accomplish what they hope for.

Kgothatso Manyane, Teaching Assistant at the Department of Information Technology, spoke about the modules AIM 101 and 111 (Academic Information Management). This lecture sought to merge

tutoring and mentorship and to present a collective outcome to first years, especially in preparation for their exams (the AIM exam most of all).

Ndumiso Mpanza shared his views on and experiences with the Institution and gave the students a senior student's perspective. Kgothatso lastly spoke on 'Editing and enhancing a Word document: A practical revision' reporting:

'I closely observed the level of competence the students demonstrated in the official lecture times and realized they needed an additional support measure to reach their full potential.'



▲ From left with an audience of students at the back are: Ndamiso Mpanza, Innocent Kotlolo, Dr Rakgadi Phatlane and Kgothatso Manyane

## House Education presents session on examination

House Education invited all first year students to attend a session to discuss examination preparation. The venue was very full and the students listened to a few speakers.

Ms Joycie Maaga of the Faculty of Education Library explained the importance of using the Library on a frequent basis.

Final year student, Ndumiso Mpanza, explained the position of the University of Pretoria and the Faculty of Education, congratulating the first years for being officially-registered students. He also explained that in the education profession one is expected to pass all of one's modules for one to be admitted to PRO 400, which is the teaching practice that lasts for six months. Education students need to be aware that they cannot carry any uncompleted modules into their fourth year.

Ndumiso further spoke about the available support systems in the Faculty of Education. He also mentioned the importance of mastering time management, saying, 'By the time you get into the profession, you should be prepared to multi-task as you are then a university graduate.'



▲ Ndumiso Mpanza reading his speech





▲ Noah Nkhoma, Hlalefang Khabele and Onkabetse Marumo



▲ Boniswa Tele (Chair of House Education)



▲ First year students attending the session



## House Education and House Docendo



▲ With Prof Chika Sehoole, Dean (front, middle) are members of House Education. They are (front) Basane Simango, Caroline Chiloane, Boniswa Tele: Primaria, Patrick Makumbila and Noah Nkhoma. **Second row:** Dr Rakgadi Phatlane: Student Recruitment Manager, Stanford Ndlovu, Kyle Goosen, Mamello Molotsi and Obakeng Sepeng. **Second last row:** Nonsikelelo Mabuza, Nomsa Skonsana, Prof Salomé Human-Vogel: Deputy Dean, Hlalefang Khabele, Onkabetse Marumo and Innocent Kotlolo. **Last row:** Aidan Lawrence, Bongumuse Shabangu and Dr Maximus Sefotho: Guardian of House Education.



▲ **Front row:** Stanford Ndlovu, Ayresia Ayres: Primaria, Carisa Naudé, Prof Chika Sehoole: Dean and Maki Mphuti. **Back row:** Dr Maithumeleng Nthontho (Guardian of House Docendo), Dr Rakgdi Phatlane: Student Recruitment Manager, Prof Salomé Human Vogel: Deputy Dean and Kyle Goosen

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