

NEWS

March 2015



Three Promotions at Once

Emails flew from various staff in the Faculty of Education on the last day of February 2015 to congratulate three academics who were promoted simultaneously after a call for *ad personum* promotions call made earlier in the year. While it is normal for the Faculty of Education staff members to encourage, celebrate and congratulate one another via email, having three colleagues promoted at the same time was a rare occurrence. Sylvan Blignaut was promoted to full Professor while Doctors Logan Athiemoolam and Andre du Plessis were awarded Associate Professorships.

A high-level panel comprising of Prof Andrew Leitch (Deputy Vice Chancellor: Research and Engagement (Chair), Prof Cheryl Foxcroft (Dean: Teaching and Learning),

Distinguished Professor Lesley le Grange of the University of Stellenbosch, Professors Webb and de Lange, the Director of the Transformation and Equity Unit, and a union representative grilled the candidates.

Professor Sylvan Blignaut's current field of research is Curriculum Studies; more specifically in the area of curriculum policy and curriculum theory. His research interests centre on curriculum policy analysis and curriculum implementation and he leads research based on educational change and teacher epistemologies.

His earliest research articles tried to unravel the complexities of implementation and more specifically,

why it is difficult to traverse the gulf between curriculum policy and, the classroom practices of teachers.

Professor Blignaut believes that the strength of his application was based on a number of factors such as the ability to balance the core functions of teaching and learning, research and engagement. Last year he taught five classes and published four research articles, two of which appeared in international journals.



CONTINUE TO PAGE 2 ...

HEAIDS 3

10 YEARS 5

2 OCEANS 10

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He has supervised five Doctoral students to completion in the last three years either as co- or full supervisor. Together with other academics from Sweden, Prof Blignaut successfully organised a Social Justice conference at the South End Museum in 2014 and has applied for National Research Fund (NRF) rating.

Associate Professor Logan Athiemoolam's current area of research is drama-in-education and multicultural education. In terms of drama-in-education he is a part of a community of practice with colleagues from the University of Oldenburg (Germany) whose knowledge, research and understanding of concepts associated with the field, especially Augusto Boal's theatre of the oppressed, have served to enhance his knowledge and understanding considerably.

Professor Athiemoolam believes the strength of his application is "multi-faceted and diverse".

He has conducted research in the fields of drama-in-education, social justice, educational management, multicultural education and English language teaching. The panel were impressed with his consistency across the areas of assessment namely teaching and learning, research and creative work and academic engagement. In addition, Athiemoolam also employs varied approaches to teaching and learning including the use of participatory visual methodologies.

Associate Professor Andre du Plessis's current field of research is Information and Communication Technology (ICT) in Education. Prof du Plessis' research centres on the practicality of creating social presence, teacher presence and cognitive presence over distance teaching and learning.

Existing online platforms such as Skype and Lync are used to teach supplementary mathematics and ICT lessons to schools. Some of the schools that have participated in the ICT in Education projects are in Paterson, Sunday's River, Rietberg, Enon, Emafini and KwaMagxaki. He has extensively wrote about ICT challenges in schools as well as possible ways to address these. In addition, he also focuses on ICT teaching and learning strategies.

Professor du Plessis believes that the strength of his application was in his ability to "produce work of a high standard in all four pillars of education", that is (i) research, (ii) teaching and learning (iii) engagement and (iv) administrative leadership. He also added that he loves his job and never regrets coming to work. "I see problems as challenges to be overcome though creative thinking", said Prof du Plessis.

Kholisa Papu & Taryn Isaacs De Vega

Ministerial Round Table on Reading

On Tuesday, 31 March literacy stakeholders and NGO representatives gathered at the DBE conference center in Struben Street Pretoria to discuss how to develop a reading culture. Minister of Basic Education, Angie Motshega, described what this would look like in schools:

- the Drop Everything and Read campaign should be introduced – this would involve everyone in the school, from the principal to the cleaners spending some time every week doing nothing else except reading

- reading and readers should be valued and visible – for example assemblies should include slots to focus on reading where the principal or a teacher or learner promotes new library books or shares a good read. Talking about books – in any format – should become part of school culture

- 1000 libraries campaign would be launched in July – schools needing libraries would be identified and these could also form a community function so that the resource is used optimally. In addition, the plan is for 1000 new libraries to be built every year. The minister recognized that a reading culture cannot develop without reading materials and that these should be available to more than school children.



Three young learners, one partially sighted, also read from their favourite books and shared the importance of novels in their lives. For them and others, reading was for more than gaining content knowledge or expanding their vocabulary, instead it included enjoyment of a good story while also developing life skills through vicarious experiences, expanding their understanding of history and geography as well as growing a sense of the role of science in our everyday lives.

As an Education Faculty we are also called to action to develop a culture of reading among our education students. They need to be reading ambassadors in schools and need to be familiar with a range of reading material to extend the learners' understanding in the different subject areas.



HEAIDS HIV and AIDS Community of Practice

We are proud to have hosted the 6th Annual HEAIDS HIV and AIDS Education Community of Practice on 16 - 17 March at North Campus Conference centre. The theme for the 2015 colloquium was "Closing the Gap: Integrating HIV and AIDS in the Higher Education Curriculum."

Prof Naydene de Lange

The HEAIDS HIV and AIDS Education CoP is an initiative emanating from the recommendations of the HIV and AIDS in Teacher Education Project (2007-2010). The CoP was launched in 2010 at a colloquium hosted by the HIV and AIDS Education Research Chair, Prof Naydene de Lange, and supported by HEAIDS.

The CoP draws together teacher educators from the 25 higher education institutions. The teacher educators are nominated by their deans, who also fund their travel and accommodation. This support by the Education Deans Forum reflects the education deans' commitment to the integration of HIV and AIDS into the teacher education curriculum.

Prof Paul Webb, acting Education Dean, welcomed the CoP members to NMMU. The keynote speaker, Pierre Brouard, from the Centre of the Study of AIDS (CSA) at the University of Pretoria, presented a paper, The role of teacher educators and teachers in using HIV as a springboard to a broader conversation about differences, diversity, inclusivity and a "national" identity, which set the scene for rich and meaningful discussion around 'closing the gap'.

Dr Mumbi Mwangi, a visiting Carnegie scholar, addressed the delegates at the launch of the exhibition, Seeing, believing and acting for change – Integrating HIV and AIDS in higher education curricula. Another highlight of the CoP was the presentation of the 'Girls leading Change' in addressing sexual violence on campus. The HIV and AIDS Education Research Chair will again host the HEAIDS HIV and AIDS Education Community of Practice at NMMU in 2017.



Dr Mwangi addressing the delegates at the launch of the exhibition

Stimulating Research



The Faculty of Education has introduced a new set of research themes to stimulate research and scholarship at various levels. The Education, Research, Technology and Innovation Committee (ERTIC), approved five new themes on the 24th of March 2015. The themes are framed within the values of Humanizing Pedagogy and intend to examine how innovative methodologies can add value to humanizing educational approaches. The themes are:

Research Theme

Educational Leadership
Language in Education
Science, Mathematics and Technology Education
Social Justice (including inclusive educations, diversity, gender, HIV/AIDS Education)
Teaching and Learning (curriculum issues, teaching innovation)

Driver

Dr C Dali
Dr E Scheckle
Prof A du Plessis
Prof S Blignaut
Prof A Delpont

When discussing the purpose of the themes with their drivers, Dr Scheckle explained that Language in Education is integral to society. Scheckle adds that “developing language literacy”, whether within or across disciplines, is central to all levels of education: we are all language teachers and practitioners to a greater or lesser extent. Our work is to encourage our students to explore the richness of language so they too can develop an appreciation for the possibilities of language for personal growth and knowledge”.

Prof Blignaut expressed his enthusiasm regarding the theme of Social Justice and its place within society. Blignaut stated that Social Justice “is relevant for a faculty that is located in a province that grapples with historical legacies of neglect and under-development. One of the central thrusts of this research theme is to explore ways and means to bring about an education system that is characterised by quality, equality and fairness for all students and not only for the few, amongst other things, but it is a broad enough theme and includes other social justice aspects as well.”

The Information and Communication Technology in Education specialist Prof Andre du Plessis will drive the Science, Mathematics and Technology Education theme. When asked about his passion for ICT in Education Prof du Plessis indicated that “engaging with these three themes require that one develop adaptive expertise and critical thinking, while being responsible citizens that use Science, Mathematics and Technology in ethical social responsible ways to the benefit of humans and our environment.

Furthermore, national government has made the development of these three aspects as a prerogative. As a developing country that faces many challenges due to the legacy of colonialism and apartheid, all citizens should try to contribute to a “better life for all” in this beautiful country. Science, Mathematics and Technology Education and Research affords possibilities to improve the life of the citizens of our country”.

The faculty congratulates the drivers of these themes, as they pursue teaching and learning, and research in these areas. On discussing the inception of these themes and their passionate drivers, it is clear that these areas will result in successful research.

Prof Paul Webb Acting Dean of the Education Faculty believes research themes play an important role in promoting and shaping research within the Faculty. “Our themes represent more than just topics; they cover major societal issues in education and in turn, our research theme drivers not only represent areas of expertise; they play an important role in terms of generating ideas among academic staff, unearthing and sharing opportunities, and keeping our research at the cutting edge. As such, they are much more than figureheads and play a strategic role in our activities and outputs”.

Taryn Isaacs De Vega

Farewell to Partners

On Friday, 27 March, the East and South African-German Centre of Excellence for Educational Research Methodologies and Management (CERM-ESA) bid farewell to their German colleagues, Prof Bernd Siebenhüner and Ms Malve von Möllendorff. They hail from the University of Oldenburg and travelled to NMMU in October last year to kick-start the establishment of CERM-ESA within the Faculty of Education. CERM-ESA is housed in the Faculties of Education in all partner universities. Partner universities include Kenya's Moi University, Uganda's Uganda Management Institute, Tanzania's University of Dar es Salaam and Germany's University of Oldenburg. Collaboration between CERM-ESA NMMU and the other Centres of Excellence will continue.



Celebrating NMMU

Diondra Ownhouse

It's official! The Nelson Mandela Metropolitan University has finally hit its 10-year mark. In celebrating this momentous time, staff and students have joined in various activities from wearing branded t-shirts to taking random 'selfies'. On the 10th of March, our Education staff members came to work wearing their 'funky' navy blue, 10-year T-shirts to market NMMU's decade milestone. The Marketing and Corporate Relations team encourages all faculties to take part in Tshirt Tuesday by taking pictures that conveys enthusiasm and eagerness for the brand. The outcome? A Faculty of Education family-like picture exuding a sense of pride and belonging as we become one of the top universities in the world!



Celebrating 10 Years

Ginique Brown & Diondre Ownhouse

Bonisile Begenga is a first year (FET Phase) student majoring in Maths and Economics. He matriculated from Mariazell High School in Matatiele.

He passed matric with 'Bachelor' 'B' symbol and two distinctions for Economics and Life Orientation. Bonisile is also a choral singer and he has represented his high school, Mariazell in national competitions.

How do you feel to be part of NMMU in its 10th year anniversary?

Overwhelmed with excitement because NMMU was born in the democratic era and I too, was born in the democratic era. I feel proud because NMMU portrays diversity in fact, NMMU is a Rainbow nation!



Sandiso Vena is a second year Intermediate Phase student majoring in Maths and Science. She matriculated from Lawson Brown High School.

What legacy would you like to leave?

To encourage my younger sister to enroll at this university, to encourage the kids in my community to further their studies at this institution

What is your message to NMMU

NMMU must be recognized as a world-class university that produces world-class students

Where do you envision yourself as a graduate of NMMU 10 years from now?

In an Intermediate classroom shaping the youth of our country to one day become students of NMMU.

Dylan Scheigans is a second year Intermediate Phase student majoring in Maths and Science. He matriculated from Graeme College.

3 words to describe NMMU

Amazing; well-resourced; diversity

What legacy would you like to leave?

I would like to leave a strong, respectful legacy. I would like people to see me as a humble, fair and respectful student of NMMU

Your Message to NMMU

Congratulations on the 10 years and hope there are many more to come.

Where do you envision yourself as a graduate of NMMU 10 years to come from now?

I see myself becoming a successful IP teacher, giving children opportunities to better their lives and their future.



Social Media Page Blossoms

On the 12th of March the Faculty of Education opened the communication lines between students, staff and prospective students by launching its new Facebook Page.

The social page reached 100 likes within the first few hours and has been rapidly growing since then. The page has attracted a very diverse group of students – some with strong opinions and others that simply have a love for being or becoming a teacher.

The page has been sharing fun-teacher pictures, news updates and also helpful teaching ideas from other education-related pages. It's definitely one of the fastest and most effective ways to get across a message, especially to the Millennial Generation. The page aims to attract students from "out of reach" areas, to motivate current students and to help spread the love of education. We hope to create a vibrant, entertaining and informative social media page.

Like our Facebook Page @ NMMU Education Faculty

Diondra Ownhouse



Homecoming at NMMU

Eileen Raymond, State University of New York at Potsdam

As we prepared to return to our home in the States, we realized anew how much South Africa and Port Elizabeth has become our home. Returning to South Africa and NMMU after an 18-month absence was a real homecoming. This time my purpose was to work with the Teaching and Learning Office and the Disability Unit to initiate a university-wide discussion on what facilitates learning and what hinders it. I was privileged to be able to immerse myself in the life of the whole university, and immerse in it I did.

Beginning with participating in induction and orientation activities for new students and lecturers, I heard how we present the heart of NMMU to new members of the family. Then over a period of 6 weeks, I talked to 122 students, lecturers and staff in 17 focus groups: they shared with me what makes learning work for them at NMMU and what barriers they saw students encounter. Whether it was because of a personal disability, or because of the learning environment, together we looked hard at these questions. Over the next few months, Teaching and Learning Committees across NMMU will use this information to identify ways to make our learning environment as inclusive as possible.

While here this semester, I also engaged in 3 other activities:

1. With a group of 5 NMMU lecturers, we helped develop a grant proposal to promote conversations on inclusive teaching and learning practices in higher education. If successful, this grant will help lecturers across NMMU and at our sister Eastern Cape universities explore these questions, culminating in a provincial conference in June 2016.
2. I am working with colleagues in the Faculty of Education to bring the 2018 international conference on special and inclusive education to NMMU and Port Elizabeth. This conference will bring hundreds of educators together from across Africa and the rest of the global community to consider critical questions of inclusive schooling.
3. I was privileged to be asked to conduct a workshop on inclusive education for the teachers at a full-service school in Motherwell. When I first came to South Africa in 2009, I spent time with teachers there, and it was good to return. As one teacher told me then, "When you leave, you will be part of Motherwell, and Motherwell will be part of you." Truer words have never been spoken.

We are blessed to call so many of you friends and colleagues. We will be back!



Use of technology in the Foundation Phase classroom

This past month, the 2nd year foundation phase students have been doing presentations, as part of an assignment for PFME303. This module is a literacy methodology module where the students learn how to teach the various components of language for Grade R – 3. The module is facilitated by Ms Tracey Botha. The objective is to find an application to be used on a mobile phone, tablet or computer, which can be used as a tool for reading and literacy in the classroom. Students must also consider and provide the pros and cons when it comes to the use of technology in the classroom. The students were assessed on their presentation skills, the app(s) used, and their discussion of using technological devices in a Foundation Phase classroom, their lesson plans and activities.

Working as a group, students found several different applications that could be integrated within a reading and literacy lesson. They included guided reading, shared reading and independent reading. Most of the applications can be downloaded from popular sites such as iStore and Google Play.

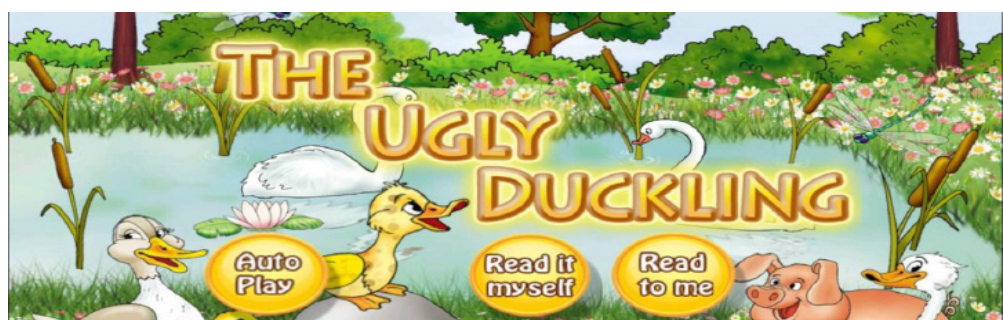
This assignment presented an opportunity for the students to critically reflect on the practicality of such means, along with the impact of technological resources and how it influences their approach to teaching, as well as provide some possible solutions for the problems discussed for example, using apps to block pop ups with inappropriate material available but unsuitable for the children to view, the physical safety of the

As the lecturer, Ms Botha was impressed with the apps, ideas and fun ways the students enhanced the teaching and learning experience for both learners and teachers in their assignments. She believes the success of the assignment was due to the students being challenged to think creatively and show initiative, research, planning and thorough preparation. Ms Botha explains "It should be noted that technology can never take the place of holding a good book in one's hand and using such apps and devices does not mean we should throw out our paper books. This is simply one tool we can use to add excitement and fun and new learning dimensions to our literacy classes. I am very proud of my students and the calibre of work produced during this assignment. It has been a successful learning experience for all of us. We are learning together to develop exciting teaching styles using different and varied resources".

Ginique Brown

Read to me

- This is where the app reads to the child but the page is not turned until the reader presses the button. Here the text is also highlighted as the text is being read.





Our students give back

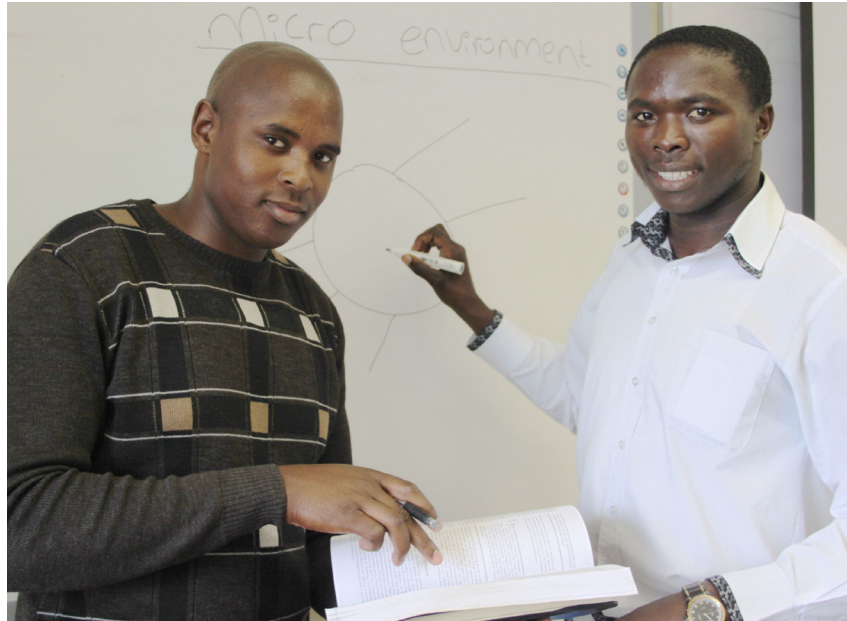
The FOE students give back

The students of the Education Faculty live the values of Ubuntu, Excellence and Responsibility inside and outside of the classroom. Some spend their time improving the quality of education offered to learners, whilst others aim to better the sporting capabilities of learners. These stories offer examples of student-teachers who go beyond the classroom to better the society in which we live. These acts of service are an inspiration and deserve to be shared:

Education Students Volunteer at Kwamagxaki High School

The Ixesh'Le2 "Our Time" tutoring programme was started in January this year by Monwabisi Bebeza and Dalindyabo Makalima. Agreeing that education is the tool best suited to alleviate poverty and overcome social ills, these young men offer supplementary education opportunities to improve the academic performance of Kwamagxaki learners. Inspired by his 2 week WIL Classroom Observation at Kwamagxaki High, Monwabisi recruited his roommate assistance in hosting tutoring sessions on Saturday mornings at the high school. Thus far, they have hosted 6 revision sessions on the subjects of Economics and Business Studies with groups of 60 – 150 learners.

The two believe that young people are in fact the leaders of today, not the future leaders of tomorrow and hold a responsibility to affect change in the society they serve. Monwabisi and Dalindyabo assert that the potential, creativity and actions of young people should not be delayed as everyone is capable of making a sustainable contribution, regardless of their age. Hoping to expand on the subjects currently being tutored at Kwamagxaki, NMMU students who major in the subjects of Mathematics, Physics, Life Science, Geography, Accounting, Mathematical Literacy, Economics and Business Studies are invited to join. Interested individuals are to contact Ixesh'Le2 programme leaders, Monwabisi on 0787302658 (s214180182@nmmu.ac.za), or Dalindyabo on 0720742449 (s213239620@nmmu.ac.za).



Monwabisi Bebeza and Dalindyabo Makalima who are FET phase students

Super-Ed George volunteer at Saint Paul's School



Super Ed George has launched a school tutoring programme at Saint Paul's, a local public school in Rosemull, George East. The school has really been struggling in terms of their learners failing Mathematics, English and Afrikaans Home Language, thus the society decided to get involved with the aim of improving the marks in those subject areas. Super-Ed members reach out to the school twice a week for 1.5 hours each, tutoring grade 8's and 9's in an effort to boost the ANA results of the school.

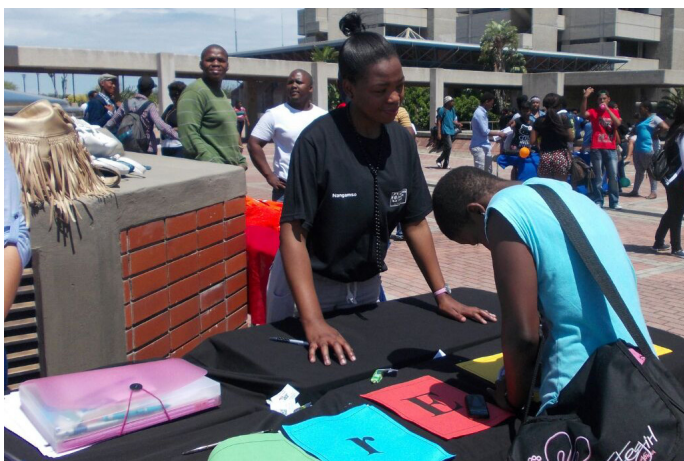
SuperEd runs the programme in collaboration with the local municipality who provides transport for the students to the school and back to campus again. Dr Keith Arnolds, Head of George Education Department, is involved in this project and fully supports the students in their endeavors. Super Ed chairperson, Lezaan Fourie shared her thoughts on the project: "As Super Ed, we feel that programmes like these are needed in the local community as the children are the future and in order for them to have the best future possible, they need to be able to graduate with adequate, if not good, marks so that they can also have the opportunity to study further, make a positive impact in society, and break their poverty cycle. Thus far the programme has been going well and we really hope to see positive changes take place during the year". George students who are interested in assisting with the programme can contact Lezaan on s213277646@live.nmmu.ac.za.

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Super Ed South

SuperEd South concentrated on on-campus engagement through the Society Day and the first year orientation programme. The society is focusing on engagement projects by fundraising through cake sales every Monday and gaining sponsorships from Shoprite and Pick n Pay for the end of year SuperEd interschool's talent show.



Volunteer Coach

Mr Christo Muller reaches out to the community in various ways, the 4th year B Ed FET student tutors Mathematics to a Grade 11 learner on Mondays and Wednesdays and also uses his sporting talents to coach Rugby at Cillie High School as the assistant coach the boys 0/16 team. All of this work is at no cost to the learners involved, thus making his volunteer work a gift to the students he assists.

Part Time coaching at local schools



Miss Rowena Ebel coaches' hockey to children between the ages of Grade R and Grade 4 for a company called Peewees Sports Academy. Rowena started in 2013 while studying her Fine Arts degree and still coaches today. While coaching these children, Rowena discovered her passion for education which lead her to study PGCE in the Education Faculty. Rowena greatly enjoys the experience and is looking forward to becoming a teacher that will impact change for the better.



Part Time remedial work

Miss Tanner Purdon works as a remedial teaching assistant at Expert Minds Assists on Monday and Wednesday's. Tanner helps with children in grades 1-6 who struggle with school and are slow readers. After school, she assists with homework, reading, extra sums and word games. Tanner also tutors a grade 1 learner who, as a second language English speaker, struggles with English and Mathematics. Tanner finds the experience rewarding and enjoys working with little ones.

Taryn Isaacs De Vega

Social Responsibility/Ubuntu

We all have the potential to positively influence the lives of our fellow students. It is not about the public declaration of one's social contributions, but the silent gift in giving to another whilst maintaining the dignity of the student that is important. Ubuntu is about giving without wanting anything in return, wanting our fellow man to succeed echoing the sentiment of "I am because you are."

The Faculty of Education aims to develop students to become educators who are able to successfully function in diverse circumstances to become leaders of tomorrow. To achieve this, the faculty offers a Support Service to all our students.

Ms Mary-Anne Laufs acts as the Student Advisor for the faculty's Support Services.

The Student Advisor keeps an open door to all students in need, be it academic, social or emotional.

Support Services include the monitoring the overall wellness of students, thus monitoring attendance and academic performance of all students. Support Service also works closely with other support groups within the university such as Student Counseling, Career and Development Services, Disability Unit, Writing Centre, and the Clinic, ensuring a holistic approach to the students' wellbeing.

Ginique Brown

An academic with a social conscience

Apart from working as an academic at Nelson Mandela Metropolitan University's Faculty of Education, Professor Sylvan Blignaut also enjoys running marathons. A marathon is a road-running distance of 42.2 km and an ultra-marathon is more than 42.2 km. Over the Easter Weekend, Sylvan, will be running his 20th Old Mutual Two Oceans ultra-marathon and his 104th marathon to ultra-marathon event, to raise funds for Machiu Primary School in Salt Lake where he was a scholar more than three decades ago.

Machiu Primary is among the less privileged schools and is a non-school fee paying school. The key motivator for raising a minimum of R20 000 for Machiu Primary is the need to ensure that learners have access to quality education. Sylvan points out that "not everyone in South Africa has access to quality education". "Access is determined by your ability to pay and many people who live in squatter camps and elsewhere in the Metro cannot afford to send their kids to the former Model C schools because the schools fees are just too inhibitive," says Sylvan who regards himself as a social justice educator. Sylvan is also encouraged by the philosophy of John Rawls who says for a society to be just, it must contribute the most to those who are least advantaged in society.

Despite operating without school fees, this school is well-run, the teachers are motivated and the School Governing Board is enthusiastic and always up for a challenge. "They don't just sit back and wait for the Department of Education to do things for them," says Sylvan. "They also use their own initiatives to get things done." Previously, Machiu Primary single-handedly raised funds to build a school hall which was badly needed at the time. For this ability and determination to rise above adversity, Sylvan identifies Machiu Primary School as a 'resilient school'. This school has provided quality education over many years and produces top students who have made their mark in various fields in Port Elizabeth and around the country. By dedicating his 20th Two Oceans Marathon to Machiu Primary, Sylvan, aims to contribute to quality education not only as a social justice educator but also, as an accomplished athlete who takes pain at those schools that are not on the same level as others.

Those who are keen to donate, students, staff and athletes, can make their monetary contributions to account number 1411995390 at Capitec Bank. The branch number is 470010. Those who have Capitec accounts and who use mobile banking, can transfer funds by using the following cell number: 084 728 2720. Your contributions will be greatly appreciated.

Kholisa Papu

Important Dates Please DIARISE!

Cake Sell every Monday between 12:05-13:05 in Building 6 courtesy of Super Ed South.

Super Ed is a student society for the Faculty of Education students here at NMMU. This society aims to connect students to our communities by being actively involved in schools and community projects.

Join Super Ed, be SUPER and make a change to the society.

Like our Facebook Page: Super Ed South

Events

5 May 2015 Resource Centre
Launch Share a book

Research Seminars

22 April 2015 Dr M. Mwangi

Teaching 'Difference': Critiquing the Feminist Rhetoric of "Safety" in the Classroom

Master's and Doctoral Induction Programme

24 April Research Traditions
08 May How to use MS Word for your thesis (Ms Redene Vermaak)
15 May Methodological literacy
12 June Research Ethics
14 August Proposal Defence

Supervision Community of Practice

14 April 2015
12 May 2015
09 June 2015
18 August 2015
13 October 2015

Girls Leading Change



Above: Faculty of Education's students forming part of the Girls Leading Change advocacy group, here pictured at the HEAIDS HIV and AIDS Community of Practice held at North Campus' Conference Centre on 16-17 March 2015. The Girls presented a dialogue to address sexual violence on campus.

From Left standing: Bongwiwe Maome, Melissa Lufele, Lelethu Mlobeli, Zamahlubi Mabhengi and Takatso Mohlomi
From Left sitting: Happy Mthethwa, Wandiswa Momoza, Bongwiwe Mhambi, Elethu Ntsethe, and Sandisiwe Gaiza

Spelling B at Motherwell High

The Unako Community Base movement requested the assistance in judging in their annual spelling bee competition held on the 24th March 2015. They held cluster competitions from the 16th-31st of March. High School pupils around the Nelson Mandela Metro participated in this event. One of their goals is to inspire and reward the excellence of Grade 12 learners. Thus the spelling bee is an innovation within the learning experiences of disadvantaged communities that is dedicated to making learning fun and exciting. The criterion for participation is that the school selects the top 6 learners and those that are interested in taking part (there is no limit here). In order for the top 3 to win, they must apply and meet admission requirements at NMMU – meaning the learners must perform academically and be great spellers.



Khuselo and 2 Motherwell H.S finalists who are in the top 5 Lwanele Matshoba and Tshidiso Mazanda



The top 5 finalists and the judges Schools: Motherwell, James Jolobe,



The Exhibition Series

The Faculty of Education has been involved in a series of exhibitions since the beginning of the year. Starting off with the CEIA exhibition, the Grey High School and Victoria Park High School visits. The faculty has also presented at one of the biggest career exhibitions of the year, the Working World Exhibition (WWE), held at the Nelson Mandela Bay Stadium for the very first time. The annual exhibition took place between the 4th and 6th of March with the aim of exposing grade 11 and 12's to various career options.

Excitement brewed as students from all over the Eastern Cape moved around, approached different stalls, discovering a range of career paths that they can choose from. The Faculty of Education saw many potential candidates and managed to add 670 names of learners who were interested in teaching to our database. The majority of students want to enter into the Further Education and Training Phase. Good luck to Mr Sherwin King!

Our student assistants did an amazing job in explaining the different phases, specific entry requirements and bursary options such as the Funza Lushaka Bursary. Because the students presenting drew on personal experience, it made engagement with the high school learners most valuable. Some high school learners admitted to having a certain perception of education, but nonetheless left the stall being intrigued by what they had heard.

The main aim was not to forcefully get students to do education, but to inform them so that their view on teaching would not be obscured by unreachable factors. The student assistants proved through their tactful questions that any career is as much work as teaching and yet, teaching is a fulfilling career in itself. Once again, the Faculty of Education (represented by a wonderful group of students) was happy to partake in such a prestigious and informative event.



Exhibitions WWE



Exhibitions VP high schools



Exhibitions Grey High



Spelling B



Spelling B



Tutoring Kwamagxaki

Flashback to 1923 The Teachers Contract for female teaching staff

Teachers Contract, Term 1923

This is an agreement between Miss _____ teacher, and the Board of Education of the _____ School, whereby Miss _____ agrees to teach in the _____ School for a period of eight months, beginning September 1, 1923. The Board of Education agrees to pay Miss _____ the sum of \$75 per month.
Miss _____ agrees:

1. Not to get married. This contract becomes null and void immediately if the teacher marries.
2. Not to keep company with men.
3. To be at home between the hours of 8 pm and 6 am unless in attendance at school functions.
4. Not to loiter in downtown ice-cream stores.
5. Not to leave town at any time without the permission of the Chairman of the Board of Trustees.
6. Not to smoke cigarettes. This contract becomes null and void immediately if the teacher is found smoking.
7. Not to drink beer, wine or whiskey. This contract becomes null and void immediately if the teacher is found drinking beer, wine or whiskey.
8. Not to ride in a carriage or automobile with any man except her brother or father.
9. Not to dress in bright colors.
10. Not to dye her hair.
11. To wear at least two petticoats.
12. Not to wear dresses more than two inches above the ankle.
13. To keep the schoolroom clean:
 - A. To sweep the classroom floor at least once daily.
 - B. To scrub the classroom floor with hot water and soap at least once weekly.
 - C. To clean the blackboard at least once daily.
 - D. To start the fire at 7:00 am so the room will be warm at 8:00 am when the children arrive.