

# NEWS



August 2014



## Prof de Lange noted woman in science

*Adapted from NMMU Talk August Edition*

*Her research has taken her to places like Rwanda, Kenya and Vietnam, but it's undertaking research that makes a difference on her doorstep that's most important to Nelson Mandela Metropolitan University's HIV and AIDS Education Research Chair Prof Naydene de Lange.*

*The education lecturer and researcher is the Distinguished Woman Scientist runner-up in the Department of Science and Technology 2014 South African Women in Science Awards (Social Sciences and Humanities) which is celebrating 20 years of democracy.*



With its theme focused on the changing landscape of women's participation in science and technology education, training, and employment, Prof de Lange's research occurs at the rock face of change within the HIV and AIDS epidemic.

She endeavours – and indeed, has received much success – to facilitate change through drawing, photovoice, collage, participatory video (and cellfilm) and the like in what is called visual participatory methodology amidst those affected by HIV and AIDS.

"I love what I do. It is interesting, enjoyable and it makes a difference. It is also important to remember that we do research with participants. We do not do research on participants."

Honoured by her nomination for the award by her doctoral degree supervisor and mentor Prof Tilla Olivier, former NMMU education lecturer and now Emeritus Professor, Prof De Lange humbly acknowledges the role of such women in her journey.

"The work with the students was very rewarding. I started assisting students there to do research." It was during her seven years at the University of KwaZulu-Natal, however, that she was introduced to research using visual participatory methodologies with a social change agenda.

"Kwazulu-Natal was the epicentre of the HIV and AIDS pandemic at that time." With Canadian academic Prof Claudia Mitchell as her mentor, Prof de Lange and a committed team of women researchers turned their research energies to where it was so desperately needed – at the rock face of the epidemic.

"It was stimulating doing research with a group of women without any power issues. We never argued." And gratified that their efforts in using digital media and visual participatory methodology along for change and well-being did make a difference.

She has since travelled extensively to share her knowledge on the groundbreaking research methods.

Prof de Lange was one of three 2013 recipients of the NMMU Research Excellence Award and the recipient of the Faculty of Education Researcher of the Year Award for three consecutive years. Her curriculum vitae also includes leadership roles for a number of research projects in which she works alongside communities and teachers in rural communities and teacher educators in HEIs. These include for example, Integration of HIV and AIDS issues across disciplines of higher learning in South Africa, Every voice counts: Teacher development and rural education in the age of AIDS, and Not leaving data in the dark.

"You get people to see that research is enjoyable. You get people excited about research and social action," she explains.

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Humanising 3

ISSEUS 6

Third Annual  
Unako Spelling Bee 9



## Message from Dean's office



As August comes to a close, and Winter comes to an end, this week has also been my last, for a while, as dean in the faculty for 2014, as I take up the office as Acting DVC from 1 September. With Spring around the corner, I have no doubt at all that we will see glorious blossoming in the Faculty of Education soon. Some of these 'early blooms' this year are already visible.

I want to use this opportunity to thank you for being the most wonderful, vibrant and gracious group of human beings to work with, and I will miss in the next few months the warmth, laughter, and special brand of intensity and commitment to education that characterises this faculty. It is very hard to leave this office and all of you. I wish Prof Nonnie Botha all the best as Acting Dean till the end of 2014, and wish you all well for the remainder of the year. (And remember, I expect to get an invitation to all the Faculty celebrations!)

I thought to let you know that it is a privilege for me to serve you as acting Dean of this Faculty for the remaining months of 2014.

Our Faculty has a busy time ahead of us and I am sure everyone will work as hard as is required to make it all happen, as you have always done. Having said that, please also build in time for your own relaxation and make sure that your well-being is not neglected, so no regular long hours or habitual weekend work will be allowed.

We have to focus on working smarter!

## NMMU - Gothenburg exchange



In March this year eight Swedish students visited NMMU with their lecturer Carina Olsson. As part of their programme, they visited several schools in Port Elizabeth and George.

The students visited Fezekile Secondary School in Oudtshoorn, as Melony Mahraj who visited Gothenburg last year as part of the exchange programme is teaching at the school and hosted the students for the day. Furthermore 4th year FET student Petula Booyesen is doing her Teaching Practice (WIL) at Fezekile was selected to go on the exchange programme this year. This was an opportunity for her to meet the Swedish and gather information on Gothenburg.



During this visit the eight Swedish students donated money to buy much needed stationery for Fezekile school, including dictionaries, a guillotine and a laminating machine. Heloise Sathorar and George Education staff handed over the stationery to the school.

The handover was commemorated through the presence of the Swedish students, NMMU team, Lonnie King and Phillip Williams who visited the school for WIL assessments.



Finally, we wish Petula Booyesen and Melanie Conradie an enriching experience in Gothenburg as they embark on the exchange programme and international journey. They will be joining other FoE students who are working with Ann-Charlotte Lindgren learning about and visiting schools in Gothenburg.



Heloise Sathorar



# Embracing Diversity is Humanising

## *Humanising Pedagogy Awareness Week*

The Institutional Research Theme: Humanising Pedagogy had the privilege of hosting the opening week of this year's annual Diversity Month. The golden thread for not only the Humanising Pedagogy Awareness Week but for the entire month was "Embracing Diversity is Humanising".

Due to several competing events and a busy Diversity Month schedule the attendance for the Humanising Pedagogy Awareness Week presentations ranged from poor to very good. Regardless of the number of attendees the quality of the discussions by those in attendance is what really struck the facilitators.

In line with the above, Dr. Kathija Adam, who presented and facilitated many sessions throughout the week expressed the following, "Though limited university participation, I think that those who attended were enriched by the presentations and the discussions. The sharing of teaching innovations, praxis and the variety of art-based activities brought in vibrant, rich interrogations of the concept and an appreciation of the kinds of work [praxis] happening at NMMU and beyond. The panel discussion's participation was especially very powerful for me...I really think that this forum opened spaces for authentic voices and it was a wonderful engagement overall."

One of the student co-presenters, Mr. Sisonke Papu, had the following to say regarding the week, "The discussion session was very engaging. Those who came into the talk not knowing what Humanising Pedagogy is left the room aware of what it entails."

This may have only been a trial run with limited success but the Institutional Research Theme: Humanising Pedagogy hopes to host more events of this nature in the near future.

Zolisa Marawu & Curwyn Mapaling



# Diversity Month

## The student dialogue



*FP teachers, like parents, community leaders and religious leaders, are powerful role models for the children in their care and who they teach, and it is imperative that they engage with issues of power and oppression (racism, sexism, classism, etc) in their curriculum.*

As part of the PGED programme, third year FP student teachers engaged in discussions on issues to do with 'race' and racism. Of course, the starting point was an acknowledgement that 'race' is not a valid biological entity. Any claim that the human species can be sub-divided into so-called 'races' is simply untrue. Despite this, there have been many attempts to make people believe 'race' is a fact, including apartheid, the legacy of which is still, unfortunately, present in South Africa. The social reality of race cannot, however, be doubted. People experience racism on a daily basis whether in the form of a joke, a comment, a slur or even violence or death. Racism cannot be denied and must be fought against until South Africa becomes a truly non-racial place in which people are treated and judged as humans, and not according to their 'boxes' which come with all sorts of stereotypes.

The students watched, reflected upon and discussed 'American History X' and 'Crash'. American History X is a film about two brothers who are part of a neo-Nazi group and who then undergo, in slightly different ways, transformative experiences. Crash is a film about people who 'crash' into each other and think they know something about the 'other' when, in fact, they do not. Both films examine the nature of racism, including its brutal side, and both films show people learning about the so-called 'other' and realising that she or he is actually quite similar to them. Students were also given articles to read, including various current newspaper articles to do with racism.

Having already explored humanising pedagogy in ways that reinvents Freire to advance a transformative practice, the students will engage further with issues of language, gender and health, as they relate to education in general, and the Foundation Phase specifically.

Practical strategies built around a critical understanding of what 'multicultural education' means in post apartheid South Africa, insofar as it builds social cohesion and dismantles the mental and social legacies of apartheid, are and will be explored, with the hope that our future teachers become the role models able to uphold and promote the values of democracy, equality and opportunity for all.

The students in this class all keep a private interactive reflective journal with the lecturer and on the following page are excerpts from their reflections after watching Crash, published with permission.

Nadeema Mushtan & Britt Baatjes



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# The student dialogue

Here are the excerpts from their reflections after watching 'Crash', published with permission:  
Continued from page 4

“The movie portrays a lot of our ignorance and misconceptions that we have about it each other. Most of our knowledge and things we think we know about other people are assumptions we make based on what we perceive as the truth. I think most of the time we lose perspective that our observations about other people are biased and subjective to our personal view of our experiences. Like the scenes in the movie we all view people through tinted glasses of our history, our assumptions and what we were made to believe. To a greater or lesser degree we are all touched by circumstances that change us forever. However like the characters in the movie we all blame someone else for it, or refuse to move on from it and keep looking to others to make a difference but forgetting that we also can play a positive part in making the change. We are so focused on the differences between us that we do not even look closer and recognize the sameness in each of us. The things that we have in common like our dreams, hopes and fears.”

“The quote that carried a lot of meaning for me was, “you think you know who you are, you have no idea”. This was said to the cop that refused to work with his partner who he could see was a racist. For me this quote not only had meaning in the cop's life but also in many of the characters' lives too. Everyone had this pre-conceived idea of how “good” they were as people but their assumptions which were ultimately driven by racism hit them when they least expected it. This can be taken directly to our lives as teachers. These assumptions and stereotypes will follow you and in this film you can see even the “best” of people, who have the best intentions, fall victim to this and it causes him to act on that false stereotypes and assumptions and can even lead to death. This is a reality in the lives of many and we must not be naïve and think that this can never happen to us because it will.”

“While watching this movie, I got the impression that everyone, even myself, leap to conclusions based on race, thus making all of us racist. How can we thus overcome this? This movie definitely will not change racism but hopefully each and every person who watches this will have a shift in their thinking, as I did, to create hope.”

“After watching American History X I found that the most influence we get against colour and race is our family and the people we look up to.” and it causes him to act on that false stereotypes and assumptions and can even lead to death. This is a reality in the lives of many and we must not be naïve and think that this can never happen to us because it will.”



# International Symposium on Society, Economy and Urban Studies

The International Symposium on Society Economy and Urban Studies (ISSEUS) was held at the exotic, scintillating Ayodya Resort in Bali in June this year. The symposium brought together delegates from predominantly South East Asia and the Far East who presented their papers on their research in the related fields of the symposium.

The Keynote speaker was Dr Eddy Junarsin from the Faculty of Economics and Business (Universitas Gadjah Mada, Indonesia). In his paper entitled 'Corporate Governance in South-East Asia: The role of executive compensation', he argued that the focus on corporate governance in Asian countries should be in the separation of ownership and control. He further contends that based on his research, businesses owned and managed by a family were lacking in control by external entities, whereas management was less transparent due to inadequate accounting and disclosure standards.

Logan Athiemoolam presented a paper at the ISSEUS conference entitled 'Touching the lives of learners in rural communities: A case study', which focused on the experiences of a group of six English Methodology trainee teachers and three lecturers who embarked on a journey from Port Elizabeth to Qumbu to assist matriculants to enhance their knowledge of the English first additional prescribed poetry for the matric exam. The paper was based on the project undertaken by Nokhanyo Mayaba, Logan Athiemoolam and Kathija Adam in 2013, when they supported a group of English Methodology students during their visit to the rural school in Qumbu where the students presented interactive, stimulating poetry lessons to the matriculants.

During his visit to Bali, Logan was able to take in the sights and sounds of the island, to participate in a stint of parasailing across the azure, turquoise ocean and to ascend the 1 717m Batur mountain, which is home to an active volcano at the summit.



Dr Logan Athiemoolam





# Reflections on PALAR Workshop

**The Action research Community of practice hosted a PALAR workshop on the 20th of June 2014. Prof Lesley Wood facilitated the workshop successfully as the following remarks indicate.**

I am happy that the Faculty hosted such a workshop because PALAR is a 'rare' methodology that I may not have known had I not attended the workshop. In fact, the knowledge shared on Participatory Action Research (PAR) was in itself, pioneering because most library or research methodology do not say anything about PAR.

To a new postgraduate student or a young researcher, this absence or silence about PAR may make it look like knowledge can only be construed in Qualitative / Quantitative / Mixed-Methods ways of seeing and interpreting. I am glad that now the focus is also on PAR and that PAR is positioned as a paradigm --- perhaps the fourth paradigm.

The importance of using PAR/PALAR as a methodology is that, voices or ways of seeing that would have been silenced or omitted or rendered irrelevant in traditional research paradigms and their data generation means, are now valued and given authenticity. These include arts-based data generation means and the valuing of intangible but significant factors such as 'hope' and 'resilience'. To me, this is a pioneering way of furthering social justice.

All the presenters including previous workshops that I have attended, kept on reminding us that this kind of research does not only seek to transform research sites but that, it transforms the researcher as well. There is an element of mutual reciprocity in that.

Kholisa Papu

I really enjoyed the format of the PALAR workshop. The ice-breaker games did well to create an atmosphere of participation and the general mood was really receptive to learning about PALAR.

Lesley's slides were very informative. Although I've attended some PAR workshops before, I've never seen the information laid out the way Lesley approached it, which gave me a deeper understanding of where the PALAR methodology is positioned when compared to traditional research models. Her slides really clarified the more technical research aspects of PALAR for me.

I also appreciated her use of actual examples of where PALAR was applied and how it fared in the real world. In my work I've found a lot of theory, with few practical examples of how the theory was applied and how participants responded.

I was worried before attending that the workshop might be a rehash of topics I'd already heard, but I am happy to report that I left the workshop with new ideas, new information to explore and with a renewed sense that PALAR is a very worthwhile approach to use in South Africa.

The workshop also served to demonstrate to myself how far I've come in my own understanding of the concepts presented. I'm a student because I value education and lifelong learning. For me, the most valuable aspect of using PALAR approaches is that the researcher learns and grows throughout the process. It's a very rewarding methodology and I've seen that my feelings are shared by most of the other workshop attendees who have experience with PALAR.

Mandie

# “Girls leading change” speak out at George Campus



The two day trip to George in early August was a very interesting experience as it was the first time for most of us to go to George, especially the George Campus! This was made possible by Mr Allan Zinn from CANRAD and through the arrangements of Dr Keith Arnolds. George campus is a small but beautiful campus nestled at the foothills of the Outeniqua Mountains. Nine of us (Bongiwe Mhambi, Happy Mthethwa, Lelethu Mlobeli, Melissa Lufele, Thina Kamnqa, Zamahlubi Mabhengu, Zethu Jiyana, Zikhona Tshiwula, Sonwabe April), as well as Prof Naydene, drove to George on Sunday morning 3rd August. We had our first meeting with the Residence House Committee.

As the project is about addressing sexual violence at university, we spoke about the problems we as girls face on campus – in both on-campus and off-campus residences. It seemed that we face the same problems. One difference was that in George campus residences women students are allowed to visit male residences, but males are not allowed to visit women residences. The house committee members told us that the residents (students) were complaining about that and that our presentation made them think about the safety of all students. We really had an interesting and lively discussion about that.

At our second meeting the following day, Monday 4th August, with some of the university staff and the residence manager, we were told that it was good that we had come to share our work because their residence policy is amended annually, and that the issues raised by us could be considered in the revised policy. We were pleased that all went well in the second presentation too. We had a tour around the campus - being guided by one of the university students in the education faculty, Siviwe. We took many pictures and then sent off back to Port Elizabeth. One of the most important things that came out of the two presentations was that one should not normalise harassment or sexual abuse, as we sometimes tend to make harassment a normal thing which happens to almost everyone. That's where the problem lies - normalising sexual harassment. The other important thing we learnt about is agency and to take responsibility for yourself.



We left happy and content... having done our job well and having gained more food for thought! We stopped in the Tzitzikamma Forest ... and touched the trunk of the Big Tree which is 1000 years old! It was amazing to consider that we had touched something that had started growing from a seed a 1000 years ago. I wonder what our (research) seeds will bring forth years from now? A country where there is no violence against girls and women?

Lelethu Mlobeli



# Third Annual Unako Spelling Bee Competition

Some high-spirited young minds gathered again at the NMMU Missionvale Campus on 25 August 2014 for the Third Annual Unako Spelling Bee Competition.

The learners battled it out in front of an eagerly engaged audience which added to the great ambience of the day. High school learners, NMMU students and community members kept the audience entertained with their music, poetry and dancing.

These are this year's winners: 1st prize Andrisoa Camealio 18 years (Paterson High School), 2nd prize Courtney Gallant 17 years (Westville Senior Secondary) and 3rd prize Masixole Menemene 18 years (Walmer High School).

The Spelling Bee competition is an event organised by Unako Community Based Movement, primarily made up of, but not restricted to NMMU students. As a tool to promote literacy in community schools and create an opportunity for furthering education for high school learners, the first Unako Spelling Bee was held in 2012 with 77 participants from 7 schools. This year the event managed to have 128 students from 64 high schools (2 from each school) from across the metro.

Our vision as Unako is to inspire and reward the excellence of some of our Grade 12 learners. As with our other programs, the spelling bee is an innovation within the learning experiences of disadvantaged communities that is dedicated to making learning fun and exciting. It forms one of the steps we have taken towards realizing the dream of vibrant and more human learning spaces within our schools.

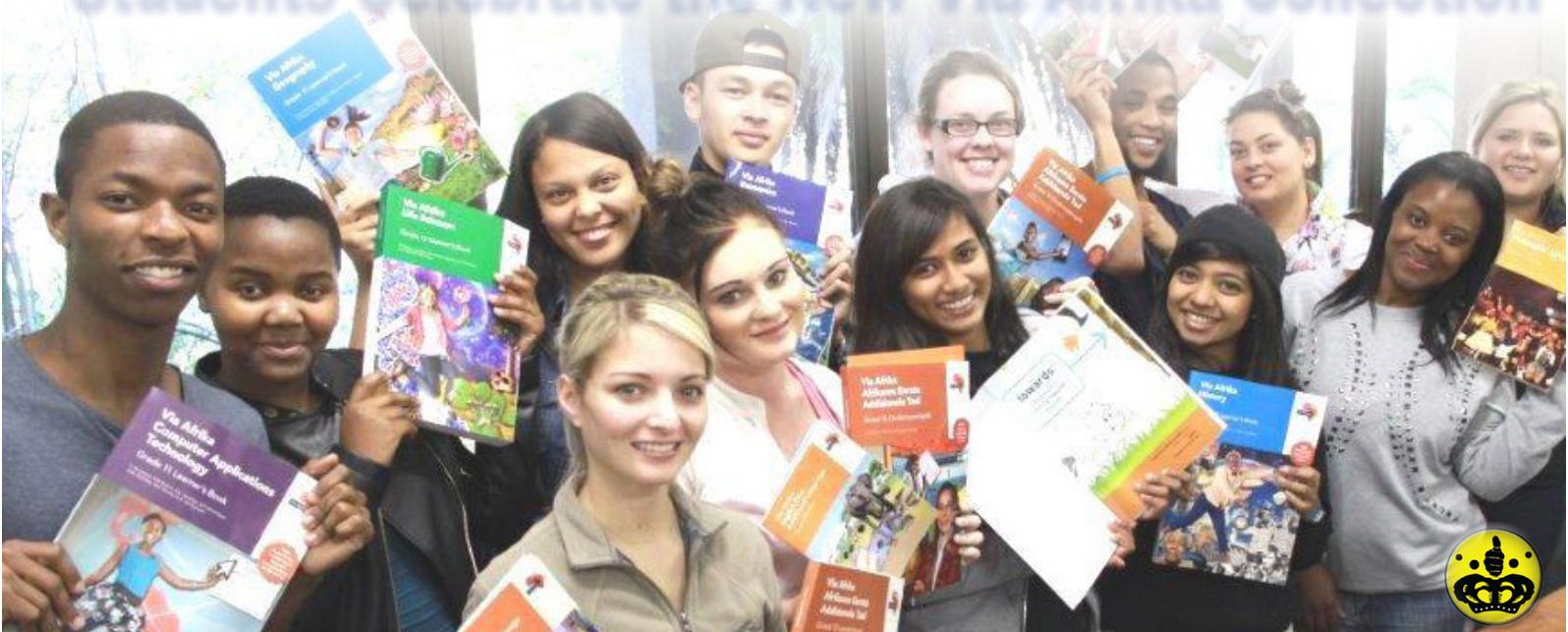
This year's main prizes are the same as last year's with the top three receiving tuition bursaries for study at NMMU in 2015. The 1st place prize is full tuition, 2nd place 50% tuition and the 3rd place prize is 15% towards their studies for a minimum duration of the courses they choose.

These great prizes are funded by the Rupert Foundation. Unako Spelling Bee is also keenly supported by the NMMU Faculty of Education, the Centre for Community Schools (CCS), CANRAD, the Nelson Mandela Bay Municipality Office of the Speaker, the SRC and the NMMU Missionvale Campus.



Lusu Boo!

## Students Celebrate the New Via Afrika Collection



The students in the Resource Centre were baffled when the Onthedot Logistics Company arrived with 10 boxes of books this past month. Via Afrika donated 400 books in the subjects of Life Skills, Life Science, Creative Arts, Dramatic Arts, Accounting, Business Studies, Economics, Computer Application Technology, Mathematics, Mathematical literacy, History, Geography, Natural Science etc.

The Centre will especially benefit from the large selection of language books shared, including English, Afrikaans and isiXhosa teacher's guides, with the matching student readers as well as the extra reading books to assist with developing literacy in classrooms. These resources are instrumental and will add great value to the student's activities and their practical teaching preparations.

Through this donation, Via Afrika is empowering future teachers. Thus this contribution is appreciated as the students are in desperate need of these resources.

These collaborative between Prof Bean, Via Afrika and the RC works toward sharing knowledge and educating students, supporting the principal of Nelson Mandela, that "Education is the most powerful weapon which you can use to change the world".



# Narrating experiences of teaching in township schools

## Part II



While planning for the lessons that we had to teach during our time in New Brighton, we pondered on what would be the most effective strategies to use when teaching English as a First Additional Language (FAL). Considering we had not been exposed to this situation before; much of our planning was based on hypothetical scenarios that we created; as well as references to the strategies our lecturer employs when teaching isiXhosa to us. As a result of this, uncertainty was the most prevalent feeling experienced during the planning process and with regards to several contextual aspects of the lesson.

As we were not familiar with the learners' learning styles, we tried to make our lessons as diverse and inclusive as we could. We also attempted to ensure that these lessons were adaptable to the situational aspects in each class, as we realised that these would vary accordingly. Due to many of us being uncertain of the learners' prior knowledge and understanding regarding their English capabilities, we tried to provide as much support for them as we could. This scaffolding was in the form of a focused and manageable scope of information; dual medium resources and support materials; repetition of the content at regular intervals in our lessons; as well as interactive activities for the learners to engage in.

Some of the multilingual teaching strategies that we used included: calling up an interpreter from among the learners to assist us; using drama, acting out a situation or miming; using our dramatic faces and voices excessively; letting the learners move around and do actions; attempting to read the isiXhosa version of the story; singing an isiXhosa song and teaching them the English words; pointing to objects in the classroom; showing them various word and picture flashcards; speaking slower and clearer and team teaching with our fellow students where possible.

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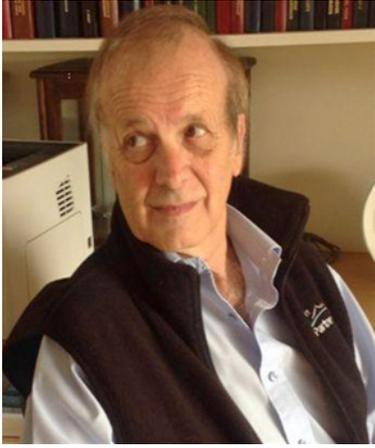
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These strategies all worked well with our learners, especially the team teaching. This allowed the teachers to focus on certain areas with a small number of learners. Allowing all learners to be actively involved and ensured that all the learners covered and understood the content. Teaching in small groups gave the 'quieter' learner the opportunity to speak out and be involved and take ownership of the learning process. In all our teaching visual support, such as flashcards, were used. This helped a lot as the learners were able to make the visual connection with the word and then be able to understand it. These flashcards were both in isiXhosa and English.

They were used in the lessons and as extra support for all learners. One thing we as teachers have to keep in mind when teaching Foundation Phase learners English as FAL is that their home language might not necessarily be on a higher level than their English. This means the learners might not always understand the content in their own language as well. Therefore it is always good to use different visual aids, strategies and have as much support as possible for the learners. It is not just enough that they are there but they need to be used and implemented effectively.

Possible material that could be included in an English First Additional Language Method Module include: Practical opportunities for the students to teach English as FAL in isiXhosa and Afrikaans schools from the first term through to the fourth term; a section about making teaching aids that are visually stimulating; a section about how to use multi-lingual texts in a classroom; a section about teaching and learning strategies that can be used in a classroom (like the strategies that we explained above) and practical opportunities to display those strategies in a safe environment (during a lecture).





## DAAD Research Grant awarded

Earlier this year Professor Paul Webb, together with Professors Bernd Siebenhuner and Karsten Speck of Oldenburg University, presented a proposal to the German Academic Exchange Service (DAAD) in Bonn to establish a Centre of Excellence for Educational Research in East and South Africa. Despite a highly competitive application process, which included a number of German and African universities across the continent, their bid was successful.

The core partners are Oldenburg University, Moi University in Kenya, and the NMMU. The project, which is funded by the German Federal Foreign Office and has a total budget of 1,3 million Euros, will run for four-and-a half years in its first phase. Professor Siebenhuner and Ms Malve van Moellendorff from Oldenburg will be based at the NMMU for the first six months of the project, arriving on the 1st of October.

Prof Paul Webb



## A WINTERSCHOOL PROJECT WITH A DIFFERENCE

The Department of Social Development Professions (SDP) participated in a Community based Winterschool Project from 29 June to 04 July 2014. The project was presented to 75 learners from grade 10 and 11, recruited from 10 different schools in the Northern Areas of Port Elizabeth. The project which was the initiative of a local church (the Uniting Reformed Church in Chatty), was presented at the Bethvale Primary School in Chatty and is an excellent example of a true community engagement project which illustrated how closer collaboration between the university and the community can be achieved. The project was underpinned by an interdisciplinary cooperation between four departments from NMMU, i.e., Dept of Social Dev Professions, Faculty of Education, Marketing and Corporate Relations and the Library and information systems. The goal of the project was to promote a culture of learning, achievement and learner receptiveness to prosocial engagements.

The project kicked off on Sunday 29 June 2014 where SDP staff member Veonna Goliath and 4th yr social work student, Elizabeth Ann Du Toit presented workshops to the parents and learners in two parallel sessions. Parents were equipped with knowledge on how to promote a culture of learning and visioning in a culturally sensitive manner, whilst learners used the forum to articulate what they need from their parents in order to promote positive academic outcomes.

From the Monday 30 June to Thursday 03 July 2014 academic tutoring was offered in Maths, Maths literacy, Accounting, Physical Sciences, Life Sciences, Business Management Sciences and Afrikaans. The tutors who offered their skill and valuable recess time were recruited with the assistance of Dr Andre Du Plessis from the Faculty of Education and included PGCE students Karen Hendricks and Sonwabile Ngekethe; Bed (FET) prac teachers: Shannon Zamouzaridis, Kaleigh Monaghan, Lauren Seaman, 2nd yr Bed (FET) student Stanton Potgieter, recently graduated Bed (FET) teacher Amina Peterson, and veteran educator, Dr Johann McFarlane.

The academic tutoring was balanced with life skills sessions facilitated by the SDP staff member and student, focusing on learners' development of a vision for their future and actively drawing up study skills programmes. On Friday 04 July 2014 the learners were transported to the NMMU South Campus where 2nd yr social work student Liziwe Mavongwana shared her journey of perseverance and academic success, followed by a presentation by Andrew Kock of Marketing and Corporate Relations on the different NMMU programmes on offer, and concluded with a campus and Library tour, facilitated by Library staff, Madeleine Clare, Marina Ward and Vuyani Mhlontlo. The Winterschool was concluded with a certificate ceremony at the church on Sunday 06 July 2014 attended by the parents of the learners. The project has culminated in the development of a study centre at the initiating church which offers a safe and quiet environment for learners to do their homework and receive ongoing access to academic tutoring and lifeskills input from the participating Education and SDP staff and students. Community Mentors are also being identified and linked to the participating learners.



## CONGRATULATIONS!

Congratulations to three of our Education students who represented the South African Universities team (USSA XI) at the recent Cricket South Africa (CSA) triangular tournament in Pretoria.

Pictured at the HPC in Pretoria are (back) Solomzi Nqweni, (middle from left) **Josh Dolley**, **Lyndon Volkwyn** and Baakier Abrahams (Head Coach) and (front) Kirwin Christoffels and **Curtis Samboer**.

Furthermore Curtis Samboer and Josh Dolley who have been selected to represent the South African Invitation XI at the ICC Africa 6 Nations Cup taking place in Benoni from 8 to 12 September.

**WE ARE PROUD OF YOU!**



## The road running star of the faculty

Jackie Hay is without doubt the road running star of the faculty. As a roadrunner and fitness fanatic she has left her mark on many members of the faculty and motivated a number of colleagues to participate in road running events. She took the initiative to motivate the staff to participate in the 'Human Race' during its inception year and was also instrumental in organizing a relay team from the faculty to participate in a major event in Port Elizabeth. Jackie also encourages members of staff to walk around the campus during their lunch breaks in the warmer months of the year.

Before leaving for England in July she encouraged 14 friends all of whom are members of the Charlo Athletics Club to form two teams to enter the Train race from Port Elizabeth to Uitenhage. The train race was a great success and both social teams comprising seven members per team and aptly named 'Buns on the Run' and 'Pimp my Stride' completed the race in the allotted times and received their medals. She also encouraged two other members of staff from the Finance Department namely Sanet Deyssel and Shane Hardiman to join the relay teams.

After contracting a knee injury and undergoing surgery the Jackie has lived up to her title of road running star of the faculty in so many ways and on so many fronts. Her perseverance, spirit of endeavor, inner spiritual strength and resilience are surely qualities that we all could aim to emulate.

Dr Logan Athiemoolam

