

March 2016



GIRLS LEADING CHANGE FAREWELL



Girls Leading Change with the programme leaders Prof Naydene De Lange, Mrs Vimbisio Okafor, Faculty staff and the Dean, Dr. Muki Moeng.

A celebration was hosted for the Girls Leading Change (GLC) on the 14th of March 2016 to bid them farewell before they left on their travels (with Prof Naydene de Lange) to St Cloud State University in Minnesota, USA. The farewell brought staff, students and the GLC together for the introduction of the book written by the GLC entitled *14 Times a Woman: Indigenous stories from the heart*. The engagement in the USA lasted three weeks in which the GLC presented on their work as 'agents of change in addressing challenges that arise in higher education institutions'. The GLC will also

formed part of the exchange programme and did some teaching practice in St Cloud, similar to the one that Dean Dr. Muki Moeng went on as a student at NMMU. The Girls Leading Change had the opportunity to site see and participate in some of the fun activities that the Women's Centre and Multicultural Student services at St Cloud State University planned for them during their stay. We are very proud of the GLC ambassadors and wish them well...

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Left: Lelethu Mlobeli of the GLC reads from the compilation entitled "14 Times a Woman: Indigenous stories from the heart"

Top Left: Takatso Mohlomi of the GLC addresses the staff and students about the expected journey

Above: The GLC share a musical item with the staff and students at the celebration

Right: All members of the GLC received a goody bag from the faculty





Career day

The faculty has played an active role in assisting prospective students into making well informed career choices in the Education system. We visited a number of schools in the effort to create a relationship with the schools and most importantly the students.

In the month of March we were invited to career day/evening at Grey High School, Hill College and Victoria Park High School.

Students who were interested about perusing a career in teaching were split in to small groups to allow them the opportunity to interact with faculty representatives on a more personal level to make them comfortable to ask questions that met their personal needs.

The representatives interacted with a lot of promising students who are passionate about teaching the future youth.

Sanelisiwe Moko



GOT YOUR BACK CAMPAIGN

The “Got your back” campaign ran over the course of two weeks. Its purpose: to assist students who are in need of school bags. A total of 30 bags were donated by students which came in good condition. We as the faculty endeavor to instill a nature of charity, Ubuntu and empathy in our students, who are in turn supporting their teaching colleagues. The project also included the

donation of used textbooks and reading material to add to the growing collection in the Resource Centre. With this, we take the opportunity to thank all students, staff and external members who have contributed. We have in total received over 100 books over the past month and we at the Resource Centre and students as well are truly appreciative of the positive response.



Seminar; Prof Aziz Choudry

The FOE hosted a seminar by Prof Aziz Choudry from McGill University Montreal in February this year. Prof Choudry discussed the *Pedagogies of resistance: Learning and knowledge production in social movements*. The dialogue explored questions of activism and organising social, political and ecological justice based on his book “*Learning Activism: The Intellectual Life of Contemporary Social Movements*”.





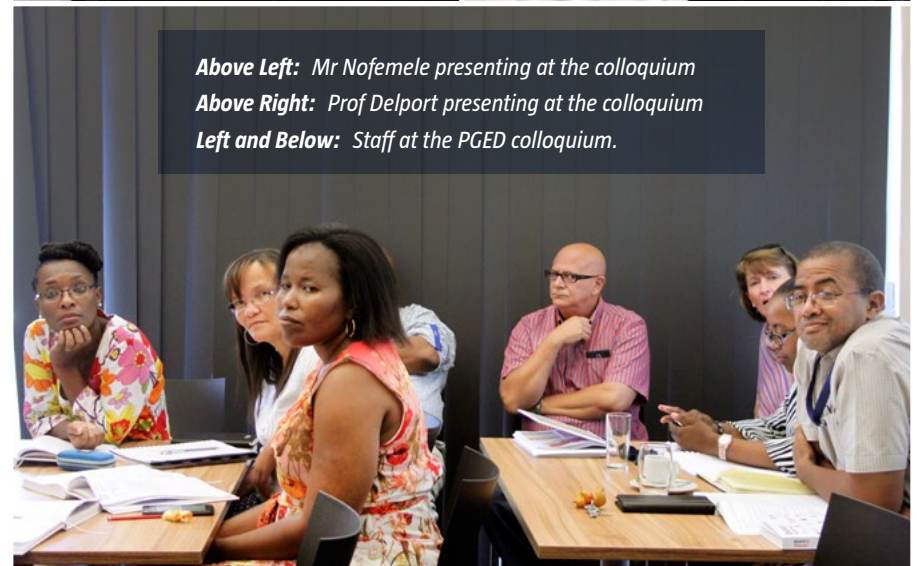
PGED Colloquium



On Wednesday the 27th January 2016 The FOE hosted a very successful PGED (Foundations of Education) colloquium, which was attended by the majority of academics in the faculty. These modules constitute the backbone of our curricula and staff had the opportunity to interrogate coherence and integration with other modules. Lively debates were generated.



*Above Left: Mr Nofemele presenting at the colloquium
Above Right: Prof Delpont presenting at the colloquium
Left and Below: Staff at the PGED colloquium.*





Postgraduate Students Use Art to Engage.

The passages of the FOE are lined with thought-provoking pieces developed as part of a post-graduate art project. Post-graduate students Edward Alberts, Nontuthuzelo Dara, Rowena Ebel, Lauren Finke, Wesley McLean and Lauren Visser, participated in the PACG104 Wall Art Project. The project sought to 'teach the teacher' how to develop creative, expressive and innovative individuals and teams, to provide learners with exposure to and experiences in Visual Art, and to expose learners to the range of careers in the arts.

The project familiarises students with the curriculum and the theme of *The role of the artist in society: role of the artist as contributor, observer, and social commentator in wider society*. All the above, amongst other less pertinent information, was kept in mind in the planning of the activity. The activity was not merely a wall art activity, but a collaborative one as well. The activity had to suit the needs, interests and challenges of the age group 13-16 years old.

The group visited well-known wall artists in Port Elizabeth, the Four Blind Mice, and spent an afternoon discussing and studying their techniques and art works. The group immediately set to work planning the content of the wall art work and decided that it should address the challenges facing teenagers today. The group also wanted the work to be an interactive display that could be approached from all sides. Instead of providing a message to the viewers the group wanted the viewer to be able to post their message as well. Therefore, the art work is freestanding where the viewer can interact by looking through the cut-outs and they can have photographs of themselves taken. In addition, the viewer can write comments using the chalk provided.

Many Education students do not have the opportunity to be exposed to art and this display brought the art to the public. It was delightful to observe that the students immediately reacted to the art work and were prepared to contribute to the message board provided, and to notice that no negative remarks were written at all.

Desma Van Der Walt

