

# NEWS

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# The Dean's Message



The past five months have been very hectic and eventful in the Faculty as we are approaching the last stretch of the year. From module writing to the launching of our new Advance Diploma in TVT, we have been riding the wave of academia. At times, we were riding this wave with excitement and determination and other times we were very uncertain of where we would land, as it is often

the case when you are moving in a fast-paced environment. We have certainly learnt many life lessons that we will take into our future planning and implementation processes. We are very excited about the introduction of the recurriculated B Ed programmes in 2019. Our students have been constantly reflecting on the gaps that exist in our current programmes and have made suggestions for

improvement. *Feesmustfall* and the calls to decolonize the curriculum also gave us the impetus to deeply reflect on the content, pedagogy and the curriculum in its entirety. I was very pleased to see how our B Ed FP and FET 4th year students reflected on their SBL experience and the whole four-year programme. They challenged us to look critically at what, how and why we offer our programmes in the

way that we do.

Our teaching, learning, research and engagement activities have been connected to our Faculty's mission of preparing students to be change agents and thereby reflecting on how we live up to this value as we attempt to transform our ways of thinking, doing and being. We have been grappling with how we integrate our broad educational humanising peda-

## The Dean's Message continued

gogy philosophy with every aspect of our responsibilities as academics, professionals, administrators and students. We have made many strides to this end. Because we understand that education, and by extension, the classroom is a contested space that is not independent of politics, we are conscious of our responsibility as a Faculty that prepares teachers who are expected to be agents of hope, social justice and change. We therefore constantly reflect on our pedagogy, policies, practices and the choices of our scholarship and engagement. Our annual Teaching and Learning Week, driven by Prof Nokhanyo Mdzanga and supported by students and our colleagues, Dr Marelize Marx, Dr Kathija Yassim, Prof Logan Athiemoalam, Dr Tobeka Mapasa, and Dr Margie Childs clearly demonstrates that teaching and learning takes place within and beyond the classroom in very innovative, creative and scholarly ways. The Assessment Indaba has been growing steadily so that we come up with assessment guidelines that can help us to re-imagine our assessment practices. Dr Les Meiring has been quietly encouraging us to use Learn and other technologies for Teaching, Learning and Assessment.

The Advanced Diploma TVT brings with it many prospects as we expand our footprint across the provinces. The conscious decision of working closely with TVET colleges as we developed and soon

to deliver this programme is testimony to the contribution that we would like to make in changing the narrative around TVET colleges as the last choice for learners who have been "rejected by universities and their communities."

We had the privilege of launching the Nelson Mandela Centenary year for the university through our colloquium on 19 and 20 July this year. Please read what this colloquium attempted to achieve with regard to our engagement with different education stakeholders. Dr Bruce Damons and the planning team came up with such an engaging theme that is taking us beyond the colloquium. The steering committee is working on recommending a programme of action from the themes that emerged from this colloquium. Very often universities see themselves as the only stakeholder that bears the intellectual capacity and thus approach their scholarship in an "outreach" kind of manner. We are intentionally changing this way of thinking and we thus engage with our communities believing and knowing that they have the knowledge and resources that can improve their communities and certainly teach us different ways of viewing the world.

Our work in Cala, Willowvale, Qumbu, Paterson, Graaff-Reinet, the Sundays River Valley and the Nelson Mandela Bay in general is teaching us valuable lessons that we intend to take into our teaching, learning

and scholarship. Many academics and students are involved in these community programmes. Furthermore, our students are taking up their agency by initiating community dialogues, going beyond their SBL requirements in the diverse schooling contexts and even presenting at conferences. It is comforting to see how academics take their students along and mentoring them into young scholars who will lead our country in the future. I was impressed to listen to a group of second year B Ed students who were reviewing their common reading of *The Absolutely True Diary of a Part-time Indian* and reflecting on their own life experiences that bear similarities to the life of the character Junior. They presented this at the LITASA conference that we hosted on the Missionvale Campus from 5-7 October. Thank you Prof Logan Athiemoalam for guiding your students and preparing them for academia. Dr Eileen Scheckle and her LOC did a splendid job in organizing the LITASA conference with a very apt theme of *Literacy and Social Justice*. They did a good job in getting powerful guest speakers who challenged our thinking and actions about the use of language and mother tongue teaching in our schools. Community volunteers who lead and facilitate Literacy and Maths clubs in community schools also attended this conference. These volunteers presented papers on the work that they do, which speaks to the multiple

ways in which we come to understand the world.

Our academics did well in the past five months. Some of them attended the CERM-ESA Cables@Mandela 2018 capacity-building programme that is aimed at African excellence. I hope to see the benefits of this programme as the knowledge and skills gained will translate into improved teaching and scholarship. Many colleagues attended conferences nationally and internationally and I am looking forward to seeing the investment made in affording them the opportunity of presenting conference papers translated into peer-reviewed articles.

We have all put our shoulders to the wheel and are approaching the end of the year. We are hopeful that the complexities and challenges of this year will lead to better possibilities and destinations. This time of the year still demands a lot from us, as our students are right in the middle of exams, academics are busy with marking and administrators are capturing marks. All of these processes are interdependent and require that we work hard to do our part so that this process becomes less stressful for everyone. I wish our students a successful examination period noting that most of them are completing their continuous assessment tasks. Colleagues, let us pull together as we approach the end of the year and look forward to 2019.



## Another Mandela University first

### University reaches out to those who employ the youth that emerge from TVET

Nelson Mandela University is the first university in South Africa to offer the Advanced Diploma in Technical and Vocational Teaching (Adv Dip TVT). It is a diploma programme which, studied over two years, part-time, provides lecturers in the TVET sector with a professional lecturer's qualification. The qualification is five years in the making after the government gazetted the policy in 2013.

This comes at a time when, globally, there are huge expectations placed on the technical and vocational sector. In South Africa, government has identified this sector as a national priority, with a goal of having a head-count of 2.5-million students enrolled in TVET colleges by 2030. There are currently just over 10 000 lecturers in the country, teaching more than 700 000 students across the 50 public TVET colleges. Of concern is the fact that, while

these lecturers may be skilled in their respective disciplinary fields, only about 50% are professionally qualified as lecturers.

Executive Dean of the Faculty of Education, Dr Muki Moeng, is delighted that this innovative programme adds a new dimension to the work done in the faculty. "Historically we have focussed on teacher education only – with this qualification we are expanding our footprint in education to the TVET sector. It is important for the faculty to move in this direction, because the university is committed to developing post-school, adult learning opportunities."

Mr Neville Rudman, who coordinated the development of the Adv Dip TVT in the faculty for the past five years, is thrilled that the programme enrolls the first cohort next year. "This has been quite a tough journey, and it is

gratifying to finally get to this stage. We received significant European Union funding through the Department of Higher Education and Training. These funds made it possible for us to put together a small team who successfully tackled the challenges of gaining internal acceptance for our unique curriculum framework, first from the education faculty, and then from the university's Senate. At national level, we were pleased to gain DHET approval in 2016. We received accreditation from the Council for Higher Education towards the end of 2017 and in March this year the Adv Dip TVT was finally registered by the South African Qualifications Authority."

Three aspects make this diploma a rather unique offering in the South African context. Firstly, the team explored a model of collaborative connections in the development of the programme; secondly, the team has grounded the programme within an ongoing, sustainable research framework, and, finally, the team included some unique 'golden threads' that drive the programme delivery.

The collaborations include international, African and local partners that have added much to the design of the programme. On the international stage Mr Rudman and colleague, Mr Lucky Maluleke, visited German, British and Scottish vocational institutions and gained significant expert input, while another colleague, Dr Kathija Yassim, brought back important lessons from her exploration of the vocational sector in Kenya. Locally, the faculty has entered into memoranda of agreement with the two TVET Colleges that operate in the metro, to ensure that their voices are also present in this new qualification.

"Now that we are about to engage with the first cohort of TVET lecturers, it is critical that we connect with role players from business, commerce and industry, including SMME's, as well as local and provincial government, who will employ most of the students who emerge from the TVET sector", Mr Rudman said. "We believe that lecturers are key to the process of linking the classroom to the world of work." He added that in many subject disciplines, role players have left the chasm between the vocational sector and the workplace unexplored for far too long. "It

is in the interests of future employers to get involved here, not only to contribute to lecturer development, but also to help in addressing the shortcomings of sometimes dated curricula."

A number of research-initiatives drive this qualification. While Mr Maluleke is currently engaged in his PhD, researching student choice in TVET, Dr Yassim leads the faculty's TVET research project through the supervision of four Master's students (current lecturers at EMC TVET College) as well as two PhD students. She has created a vibrant community of practice who are exploring the basic tenets of what teaching in a vocational context should look like. "This research space is relatively new in South Africa. Our research underpins the work we are doing in the Adv Dip TVT, and adds to the legitimacy of the programme. Theory must underpin our practice, and the theories we are exploring, are grounded in humanizing teaching practices." There are a number of publications pending, aimed at informing vocational teaching practice in South Africa.

The TVET team has woven into the qualification a number of 'golden threads'. Mr Rudman adds: "For us, a golden thread is an idea or a concept that will be present in all our modules ... in the same way that a thread of a certain color may be weaved into the body of a piece of cloth or fabric ... always visible to the eye, while adding value to the texture of the garment. For us, our humanizing practice is not negotiable. Lecturers must also be empowered to help their students develop creative thinking skills to explore innovative and entrepreneurial spaces. For lecturers in the vocational field, it is not just about teaching content!"

The programme has a significant blended learning component, incorporating a wide range of online computer technologies. Mr Maluleke believes that "no TVET lecturer may stand in front of a class, if he or she does not have the skill to utilise technologies that open up the world for their students. The fourth industrial revolution is upon us – we need to ensure that our TVET lecturers are capable of exploring these possibilities with

their students."

Throughout the programme, there are constant reminders of the United Nations' 17 Sustainable Development Goals. Dr Yassim adds, "People who operate in the TVET sector stand at the core of many matters that have a direct impact on the lives of people and the preservation of the environment. Our lecturers must be able to develop not only minds and hands of their students, but also their hearts. Therein lies the strength of this programme."

Mr Charl van Heerden, Principal at East Cape Midlands TVET College acknowledges that current TVET lecturers are not necessarily equipped to teach within a vocational sphere. Quoting from the writings of Jeanne Gamble, a lecturer at UCT, he adds: "This qualification, will address the pedagogical deficit of TVET lecturers, assisting them to understand that TVET is linked to knowledge production in the workplace, that requires a method of teaching and training that exceeds the average teaching methods for practice-based learning"

Mr Khaya Matiso, Principal at Port Elizabeth TVET College agrees with his colleague. "The new qualification will have important benefits for the TVET sector. Most importantly, it will consolidate the academic partnership between the university and the colleges and contribute in the professionalization of teaching in the colleges." He believes that this will have a positive effect on colleges' throughput rates. He supports the collaborative research initiatives that may emerge from this programme, which he believes will help to make TVET an attractive option for a new generation of students.

The faculty will launch the new programme at the university during a breakfast event on 3 October to which they have invited role players from the DHET, the various SETA's, local government and SMME's. They are especially hoping that potential partners from business, commerce and industry across all disciplinary fields will join them on this journey. Interested parties must please contact Allazei on 041-5044018 if they wish to attend this launch event.



## Young Girls Leading Change Marching to raise awareness of gender- based violence

On Women's Day in August, the Young Girls Leading Change, their parents and family members, as well as other community members, gathered in front of the police station in the small town on Paterson, to march to raise awareness of gender-based violence. Typical at a march is the singing of rousing songs, in this instance songs about how girls and women wanted to be respected and wanted to be free to live their lives without fearing some boys and men. Ntomboxolo Yamile, with the Young Girls Leading Change, led the group in song as more and more people arrived. The messages on the placards the group carried, clearly mentioned what women wanted.

At 10:30 the group set off, still singing and waving their placards. We had gained permission from the police who also escorted us on the march to the community hall. One police member drove behind us in the police vehicle, while three others marched with us, calling people to join the march, engaging people on the way handing out pamphlets on gender-based violence and talking to them.

By the time we arrived at the community hall, the numbers had grown considerably and we were singing with gusto. The parents had prepared the community hall, cleaning it, and setting out the chairs and tables. The YGLC displayed their policy posters on the wall as an exhibition of their messages to the community.

It was in this atmosphere that the community dialogue began. There were several speakers. a reverend



opened with prayer, the ward councillor spoke about the need for fathers to work with their sons, the police sergeant spoke about breaking the silence and reporting the violence, a female relative of one of the girls spoke about how women's rights are violated in marriages. The Young Girls Leading Change talked about their work, grappling with gender-based violence, making cellphilms of how they saw GBV in their community, and then making policy posters to make the message visible, complemented by a set of action briefs to articulate what they and the community could do to stop gender-based violence.

The day was concluded with opportunity for dialogue, with the audience responding to the presentations. It was lovely to see one of the mothers of the YGLC acting as MC and holding the event together. This was, after all, an

event initiated by the parents of the YGLC and the YGLC.

We had as guests three of the Girls Leading Change, Takatso, Bongi and Sandisiwe, who are now teaching in schools and who travelled to join us in Paterson.

We also had four guests from Eastern Africa, who are postgraduate students of CERMESA, and who also wanted to speak out against gender-based violence. One of them, Nelson, stood up and thanked the community for hosting them, and commending the community for speaking about gender-based violence, concluding that they had learnt a lot which they will take home to Kenya and Uganda.

All in all, a great Women's Day and a great gathering of amazing people!

*Ntosh and Naydene*



Stories about education in South Africa are often framed by a deficit perspective – poor infrastructure, lack of teaching resources, demotivated teachers, and high learner dropout rates. However, teaching is also referred to as a practice of hope, and education as the hope for a better future. As such the Faculty of Education states that it is “committed to cultivating passionate, engaged, knowledgeable, effective and compassionate teachers, researchers and leaders who are critical thinkers and agents of hope, change, and social justice.” Therefore, the Hopeful Vision Gang (established in 2017 by six third year B.Ed students under the supervision of Dr Avivit Cherrington) sought to shift the conversation about education towards a more positive one by exploring what hope in education means to fellow student teachers.



With funding from the University's Teaching Development and Innovation Fund, they conducted a 'Hope in Education Photo Competition' where education students were asked to share their images of what hope in education means to them. The top 16 photos were selected and exhibited at both South Campus (outside the resource centre) as well as Missionvale Campus where the Gang also conducted interviews with fellow students who visited the exhibition. Students were also encouraged to vote for their favourite images and share these on Facebook to open dialogue about the issue of hope

in education. On Wed 12 September the winners were announced at a prize-giving event as follows. Most voted for at exhibition – '*Nelson Mandela – man and university*' by Angel Rose Fisher; Most voted for on social media – '*A child who reads is an adult who knows*' by Casey van Heerden; Most shared on social media – '*Helping others through the process of education*' by Tasneem Davids; Most talked about – '*The environment is a veil hung between them and hope*' by Yamkela Tengwa; and Most relatable – '*Pushing through the pain*' by Ayabonga Maduna. A panel discussion followed where the competition entrants were given an opportunity to explain their motivation for the image submitted and how it represented hope in education. Dr Cherrington also attended the annual Psychology Society of South Africa congress in Johannesburg to present on the Hopeful Vision Gang's project and engagement, highlighting the importance of student teachers' voices in education transformation.

The Hopeful Vision Gang then went for a weekend workshop (hosted at The Kraal in Addo) to reflect on the engagement and to conduct a thematic analysis on the data that was collected through the photo competition, interviews, and panel discussion. Making sure to stay close to the voices and ideas of their fellow students the Gang are currently putting together a report of their findings and recommendations for enabling hope in the Faculty of Education which will be presented to the Faculty staff and students at a date closer to the end of the semester.

The Hopeful Vision Gang would like to thank the Unit for Visual Methodologies for its generous donation of R500 towards the photo competition prizes, and the Executive Dean of the Faculty Dr Muki Moeng for her support of this project. Much appreciation also goes to all the students who made our engagement so valuable through their participation and sharing their ideas. The Gang is also looking at recruiting more students to join their project of enabling hope in the Faculty next year. Students and staff members who are interested can find us on [HopeVision@mandela.ac.za](http://mandela.ac.za) or visit our Facebook page <http://web.facebook.com/HopeVisionEducation>



## Transforming education through hope

### Student teachers' visions and voices



## 'Education is our heritage' celebrations in Willowvale & Qumbu

It was an honour for the Faculty of Education, represented by the dean Dr Moeng & Prof Mdzanga to be part of the heritage celebrations in September at Amajingqi community in Willowvale under Chief Dumalisile and Amahlubi community in Qumbu under chief Ludidi. Chief Sibongile 'Ngwenyathi' Dumalisile of Amajingqi signed a 20 year memorandum of understanding (MOU) with Nelson Mandela University in 2012 as a strategic partnership that will enable both the university and his rural community to collaborate on matters of importance. The university expressed its commitment to the MOU and undertook to have discussions with all deans of Faculty to identify opportunities to become involved. As part of the university, the Faculty of Education has a role to play in this partnership. Hence in 2017 Dr Moeng, Prof du Plessis, Dr Damons & Prof Mdzanga visited Amajingqi community to meet the chief and to gain a better understanding of the context.

It was clear from the conversation with Chief Dumalisile that he believes that learners in rural areas are academically capable and therefore partnering with universities will open opportunities for such learners to be nurtured with knowledge and skills that will enable them to be agents of change in their communities. His belief in education led him and Chief Ludidi to collaborate and plan to celebrate heritage day differently in 2019 by focusing on education hence the theme of the celebrations was "Education is our heritage". As the Faculty of Education our role as partners was to assist in the planning of the programme of the heritage celebrations. In our engagement

with the chiefs and the planning partners which included ITEC College in East London and teachers from selected schools in Willowvale and Qumbu, it was important that as faculty we share our thinking on what we envisaged as a sustainable relationship with both communities and how we viewed rurality.

Our point of departure therefore was to acknowledge that we are aware that some schools in rural contexts have triumphed in spite of the adversities they are facing. Second, we also recognised that there are assets, resources and strengths that are in the rural schools and communities which can be mobilised and used to address the existing challenges. Hence, the methodology we suggested encourages participants to seek their solutions to the identified needs, i.e. to identify their resources and ways of enabling their agency. During the planning stage, we suggested a participatory framework which will enable participants in this partnership to be part of a process that is empowering and seeks to change the current challenges existing in the school contexts. The plan was that in the programme, after the chiefs had explained to community members the purpose of the day, Dr Moeng would motivate learners and parents on the importance of education. Thereafter, Prof Mdzanga would clarify the engagement process and the way forward after the 'round table discussions'. We also planned to have stalls where partners could showcase their programmes and engage with community members should they be interested in their 'stories'. Of course, as faculty we brought along information on University programmes, application forms and faculty programmes. We were also available to discuss and share information regarding Funza Lushaka and NSFAS. In both Willowvale and Qumbu, celebrations were held in a tent in one of the schools in the community. There was food, music and a vibrant atmosphere. On the day of the celebrations everything went as planned. From the tent, community members, learners, teachers gracefully convened in small groups in classrooms to respond to the following prompts:

- Zeziphi izakhono, ubutyebi, nobuhle eninabo apha

ekuhlaleni? (What assets, resources or strengths do you have in this community?)

- Yeyiphi imiceli mingeni enihlangabezana nayo imihla ngemihla apha ekuhlaleni? (What challenges does this community experience on daily basis?)
- Ningazisebenzisa njani ezizakhono, ubutyebi, nobuhle enibukhankanye ngasentla ukuze nihlangabezane nale miceli mingeni? (How can you utilise the resources, strengths and assets you mentioned earlier in order to address such challenges?)

The discussions were facilitated by Dr Moeng (learners), 4 teachers and some community members who volunteered to be part of the facilitation group. I can proudly say that there were robust discussions, community members were able to identify the wealth that exist in their communities, challenges they are facing and possible solutions to those challenges. At the moment, Prof Mdzanga is compiling a report that will be shared with both chiefs. As faculty we are also hoping that we will be able to co-create a mutual understanding and learning in the partnership with the goal of informing scholarship which will support teaching and learning and whole school development within a rural context.

*N.N. Mdzanga*



# Teaching and Learning Week

## Day 1

Michael Jackson once said that; to live is to be musical, starting with the blood dancing in your veins. Everything living has a rhythms. On September 26 and 27 2018, the Faculty of Education hosted a two day Teaching and Learning week. Day one took place at South Campus, between building six and eleven. The conversation was facilitated by professor Mdzanga. Under the theme, "How to bring dance into the classroom", Dr Marelize Marx presented methods on how to bring dance into the classroom by teaching the attendees a few dance moves. It was a fun presentation that required the attendees (lecturers, student and universities staff members) to participate.

Dr Marx, the 'Dance Education' and 'Music Education' lecturer at the Faculty of Education at Nelson Mandela University said that the more frequent she attends conferences the more she learns that dance can be part of every subject. She has recently started exploring how to incorporate dance when she is for example teaching alphabets. "This year I attended a conference in Australia and came to the realisation that what I'm doing is great but it could be greater. That's when I thought that dance should be worked into every course," said Dr Marx.

"Dance is a medium that's just fun. You get to work in an environment that's enjoyable and there's no pressure, you don't have to be perfect. You just have to come up with something. It doesn't matter what it is. There's a lot of value in that," said Dr Marx. The Dance and Music Education lecturer said that with her PHD that she was working on, she explored this kind of movement can help

build intercultural relationships and feeling of togetherness and cohesion.

This was evident at the event when Dr Marx taught the attendees some dance moves. The moves required them to work as a team and they were required to use their bodies to create alphabets. Everyone was joyous and enjoyed the experience. "It was such a delight to see our Dean participating. To see students, lecturers and staff members in one space having fun. That's what I love about dance, it brings people of all ages, races and professions together" alluded Dr Marx.

Dr Marx who is very passionate about dance said she thinks it would be good for all first years not just doing education to do a seven week course. To have fun, work and do something creative together. "Every time we do an activity, work in different groups, you see different sides of people, you learn new moves and exchange culture and ideas. It breaks down barriers" said Dr Marx.

*By Sinolwazi April*



## Day 2

The second day of the teaching and learning conversation was held at Missionvale, VIP Lounge where a panel discussion conducted by past recipients of the Teaching and Learning awards for the Faculty of Education took place. Prof.L.Athiemoolam, Dr K. Yassim, Dr T. Mapasa and Dr M. Childs shared their experiences as excellent faculty lecturers. The panellists shared their knowledge on humanising pedagogy and critical pedagogy. "The aim of the teaching and learning week is to provide a space for the Faculty of Education community to discuss relevant learning and teaching issues and to share these with the broader university community, hence most of our sessions are held in an open space", said the director of the Faculty of Education, Prof N.N Mdzanga who was the facilitator at this year's conversations.

Throughout the conversations, the faculty's goal is to showcase learning and teaching methodologies used in preparing student teachers with the broader faculty and university community. The faculty always ensures that students are part of such discussions and that the audience engage openly with whomever is presenting at a

particular point in time.

"I prefer to call this week a 'Learning and Teaching conversation', because that is what we do. Last year we had a whole week of these conversations both at South and Missionvale campuses and this year we spread them over different sessions and campuses" expressed Prof Mdzanga.

The Director mentioned that this year's teaching and Learning sessions were very powerful and they achieved what they set out to achieve with this year's event. "The session was very powerful, it had a huge impact on the people who attended", explained Prof Mdzanga. This was evident with the questions people asked, the enthusiasm they showed and the quality of presentations and discussions.

At the beginning of September the faculty held an assessment Indaba and a sharing session by faculty past learning and teaching recipients at Missionvale campus where they had a dance session & a humanising pedagogy session on South campus. "Having these conversations is one way of celebrating and appreciating what we do in the faculty, for example; advancing the scholarship of learning & teaching. I hope that more students and staff members would be willing to share their expertise going forward, expressed Prof Mdzanga.



# Action Research Workshop



Faculty of Education Centre for Community Schools hosted an action research at Missionvale campus sport centre. The workshop was facilitated by Professor Lesley Wood, Research Director of Community-Based Educational Research at the Faculty of Education at the North-West University, Potchefstroom Campus, and Dr Brydon-Miller Professor, Educational Leadership, Evaluation, and Organizational Development at Louisville University, USA.

Some of the workshop's objectives were, Action research and Social Justice, participatory action learning and action research as an empirical method, AR and ethics as well as coaching session with participants.

The workshop took two consecutive days and day 1 consisted of interactive session where participants engaged with the historical, theoretical and paradigmatic frameworks of Action Research. A presentation was done around action research and social justice, which included some institutional challenges as it related to ethics when choosing action research as a methodology for post graduate studies. Participants were then introduced to a genre of action research, Participatory Action Learning and Action Research (PALAR) as an empirical method. Space was further created for the participants to engage with

some of the challenges they were experiencing in doing action research either as a formal empirical process or during project engagement.

In the last day of the workshop, participants were divided into groups where they engage with some of the themes, which they felt were left unanswered during the first day. Concurrently with the groups, individuals were given 20 minutes to have a one on one session with the facilitators. These one on one session allowed participants to engage with facilitators around specific challenges they were facing as it related to their specific studies or projects.

In conclusion, Participants, during the check-out, unanimously agreed that the workshop content and method of engagement was extremely enriching. They particularly valued that their voices were heard and were able to bring their challenges into a space where a community could assist them in their thinking through these challenges. Recognise the need for more workshops around action research. Participants agreed to form a virtual community of practice which would focus on sharing resources, creating a space to share challenges, so that the community could provide support.

# STUDENTS EXCEL AT LITASA CONFERENCE



Three second year students namely Rookaya Gregory, Felicia Fortuin and Romayncha Korkee presented thought provoking academic papers as part of a colloquium focusing on their perceptions of how their exposure to a text entitled '*The Absolutely True Diary of a Part-time Indian*' by Sherman Alexie, enhanced their awareness of social justice.

Each of the participants reflected on how the text, although set within the Native American Indian context, heightened their understanding of social justice issues within the context of their South African experiences. Through an interrogation of specific themes such as poverty, racism, and inequality in education, the panelists together with their lecturer Logan Athiemoolam

as facilitator, shared insights on how these themes were explored within the text and how they related to their own experiences. The students were sponsored by the executive dean of the Faculty (Dr Muki Moeng) to attend the conference.

Dr Eileen Scheckle, as conference chair of the 2018 Litasa conference, hosted by the Nelson Mandela University at the Missionvale campus, ensured the smooth co-ordination of the conference in collaboration with the NMU student assistants, Litasa executive and support personnel.

The following colleagues from the Faculty of Education presented papers at the conference:

- Margie Childs, Tobeka Mapasa and Marina Ward – *Vula Incwadi yokufunda (Open the book of learning)*
- Logan Athiemoolam – *Using tableaux to teach short stories: Students' insights and experiences*
- Lydia Whitacre (Fulbright lecturer from the USA)- *The Multimodal Composition Project: An Alternative and Authentic Approach*
- Emily Durst (Fulbright lecturer from the USA) – *Teaching Ways to Read Poetry to Promote Learner Autonomy*

The conference, which was the 13th Annual Litasa (*Literacy Association of South Africa*) conference, was held from the 5-7 October with the theme Literacy and Social Justice.

# Student volunteers contribute to conference success

The Education Building at Missionvale Campus was abuzz with literacy fever as the LITASA conference came to town. Student volunteers helped transform the venue, move chairs, pack conference bags, provide tech support and generally keep the conference going. Organised by our American staff, Lydia Whitacre and Emily Durst, and lecturer, Jamillah Domingo, the students embraced every challenge promptly and willingly. From helping with the children's programme to welcoming all the delegates at registration, our BEd students brought such energy and enthusiasm they made this conference a remarkable success.

One of the highlights of Day 1 of the conference was the amazing food. After helping with registration, students didn't need a second invitation to sample the designer lunch display. The record was 8 chocolate mousses for Chad! FP, IP and PGCE students worked together and enjoyed the opportunity to get to know students in other phases on the different campuses.

"This doesn't happen often," they said.

The conference was an opportunity for students to connect with teachers, publishers, literacy NGOs as well as lecturers and professors from other universities. Here Litha shares an Instagram moment with Prof Carien Wilsenach, the incoming LITASA national chairperson. Litha also won one of the Lucky Draw prizes as she attended one of the key note sessions.



## Introducing CABLES@mandela

**C**ABLES@mandela2018, an exciting new programme funded by the DAAD and framed within the broader vision of the East and South African-German Centre of Excellence for Educational Research Methodologies and Management (CERMESA), was run at the Nelson Mandela University from the 13th to the 21st of August 2018.

CABLES@mandela2018 is the first of a series of offerings of this capacity building programme to be run across Africa. This first iteration of the programme included the Southern African cluster of African-German Centres of Excellence, namely the Namibian-German Centre of Excellence for Logistics (NUST), the South African-German Centre of Excellence for Development Research (UWC); the South African-German Centre of Excellence for Criminal Justice (UWC); and the East and South African German Centre of Excellence (CERMESA) at Nelson Mandela University.

Fifteen academics from Cape Town and Windhoek, plus six from Port Elizabeth, attended the programme in Port Elizabeth. This grouping provided a rare opportunity for a truly diverse group of delegates from different disciplines and institutions to exchange ideas on issues that affect their research supervision and teaching activities. CABLES@mandela2018 was an intensive eight-day programme targeting key areas in teaching and research supervision to support the good work already being done at African-German Centres of Excellence. The four core areas covered included leadership and learning, online learning, curriculum development and soft skills in teaching and research supervision. Opportunities were also provided for group discussions and the application of practical examples. During a week of fruitful working sessions, delegates were also able to relax and socialise. They celebrated the farewell dinner for the visiting 4th CERMESA Research School for the Kenyan student group, and walked Port Elizabeth's scenic four kilometre Sacramento Trail. Further interaction at a local restaurant overlooking the 'Wild Side' of the Indian Ocean off Port Elizabeth after the walk allowed the participants to strengthen interpersonal relationships and build group coherence.

On the last day of the programme reflective discussions and quantitative and a qualitative evaluations of the programme provided valuable feedback from the first cohort of CABLES attendees. This feedback will help make future iterations of the CABLES programme even more effective. First indications received suggest a unanimous feeling that the programme was beneficial on a personal level and contributed significantly to skills development in crucial areas of research supervision and teaching. Having received some useful suggestions for minor adjustments in the programme and its intensity, the organisers are positive that the next CABLES programme, which will be conducted for the East African Centres of Excellence in November 2018, will be another great opportunity for professional development, personal growth and networking towards African excellence.

**Anne Pabel and Kholisa Papu**



*Left to Right: CERMESA and CABLES facilitators, Prof John Boit and Prof Laban Ayiro from Moi University, Kenya; Prof Karsten Speck from University of Oldenburg, Germany, Executive Dean of Education, Dr Muki Moeng, Mandela University; CERMESA and CABLES Project Leaders and Coordinator: Prof Paul Webb of Mandela University, Dr Susan Kurgat and Prof John Chang'ach of Moi University, Kenya also posed for a photo together.*



*CABLES and 4th CERMESA Research school delegates, facilitators, project leaders, coordinators and the Executive Dean of Education, Dr Muki Moeng at the Official Welcome ceremony held at Goldfields at South Campus. The flags of the four countries represented are held visibly to mark the coming together of Research Centres and Universities*



# BALLSBRIDGE UNIVERSITY AWARDS

## DR CHRIS DALI PROFESSORSHIP

When Masters and Doctoral Degrees were conferred to about five candidates on Saturday 29 September 2018, Dr Chris Dali was also awarded professorship in recognition for his contribution in Education, Research, Development, and Leadership Skills, by Professor Dan Sandi, the Adjunct Professor of Ballsbridge University.

The mission of Ballsbridge University is to contribute to society through the pursuit of Higher and Professional education, learning, and research at the highest international levels of excellence. Ballsbridge University is an accredited, independent, and self-governing institution (Board of Quality Standards – BQS – International – accreditation requirement of ISO 17021), consisting of the central university and the Colleges and professional institutions, and established based on United Nations Article 26 of human rights to education. *Everyone has the right to education.* Ballsbridge University believes that providing an internationally minded, blended enhanced education offers a unique opportunity to fulfil the aspirations of Article 26. Congratulations go to Prof Chris Dali for his academic excellence and engagement.





# Sarah Jemutai

The evening of June 21, 2018 was a particularly special one for CERM-ESA Master's student Sarah Jemutai, her supervisors as well as for her family and friends. Sarah, who graduated *cum laude*, was selected as the recipient of the Nelson Mandela University Council's best Master's Degree by Dissertation in the Humanities Award, which she received during the Academic Awards Dinner held at Port Elizabeth's Feather Market Hall. The dinner is an annual event to acknowledge academic excellence, both in undergraduate and postgraduate studies across all of the faculties at Nelson Mandela University. Excellence is one of the university's six values and is believed to be central to the institution's striving for a sustainable future.

Sarah completed her Master's degree by dissertation, an academic journey which requires commitment, sustained hard work and diligence. Her dissertation is entitled 'The effect of using a six-brick Duplo block guided play approach on pre-school learners' visual perceptual abilities'. The study situates itself within the pre-existing body of knowledge around the development of children's visual and spatial abilities, which belies reading, writing and mathematics. However, through her research, Sarah identified that pre-existing studies have focused on older children who are already literate and who are being educated within a Western context. In light of this gap, the focus and dimensions of Sarah's study are particularly topical. In focusing on the use of a six brick Duplo block intervention in one South African and one Kenyan school, Sarah argues that children's development is accelerated through teachers' facilitation of guided play using the six brick Duplo block approach. In turn, these findings have implications for curriculum developers, early childhood advisors and teachers when designing instructional materials that promote the development of reading, writing and numeracy skills in pre-literate children.

Not only does her study attest to the ever-evolving ways in which we conceive of educational methodologies and innovation, but her outstanding academic achievement demonstrates the potential of committed hard work, which sets an inspiring example for CERM-ESA students to follow.



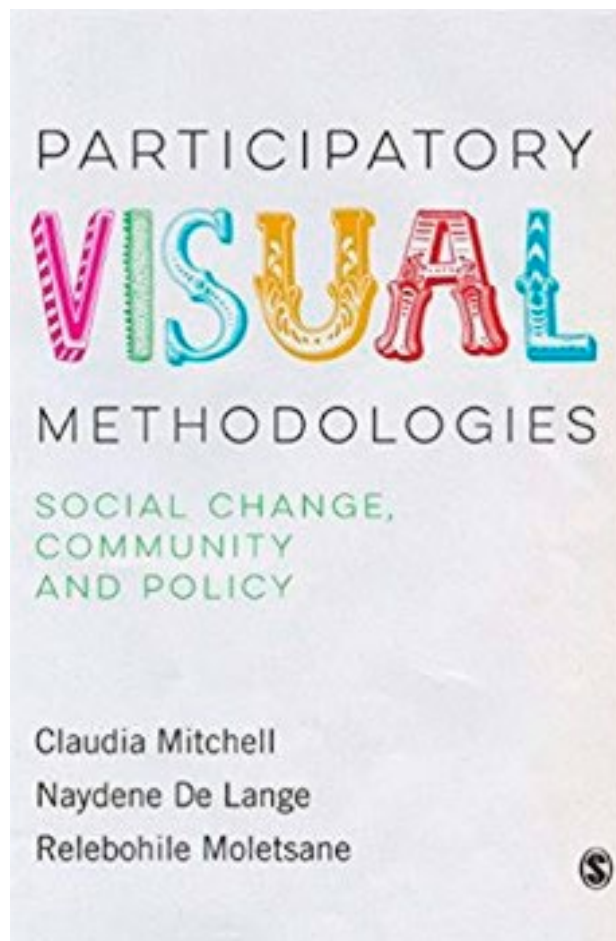
Cossie and Shervani attended the Public Lecture "Learning from Africa" by Gayatri Spivak. They also enjoyed a chat with her later, together with colleagues from the Faculty of Arts.

The Cables@mandela2018 programme had the privilege of co-hosting a book launch together with Mandela University's Faculty of Education on 20 August. Executive Dean of Education at Mandela University, Dr Muki Moeng opened this event and highlighted the importance of writing and publishing in order to support a transformation agenda. The book, *Participatory Visual Methodologies: Social Change, Community and Policy* is written by Professors, Claudia Mitchell (James McGill University), Naydene de Lange (Nelson Mandela University) and Relebohile Moletsane (University of Kwa-Zulu Natal); and is a culmination of research spanning two decades although the three researchers first started working together in 2003.

The overarching concern for this book relates to "the impact of participatory visual research on community and policy dialogue". The authors highlight the need for further research into the 'engagement process' and they point out that "much less has been written in the area of participatory visual research about engaging audiences or the impact of participatory visual work on various communities and stakeholders." As such, the trio has engaged with various communities in South Africa, Swaziland, Rwanda, Ethiopia, Vietnam and Canada.

Professor Kathleen Pithouse-Morgan who was the guest speaker at the launch narrated how she still keeps other books in boxes since she changed offices. However, she said, this is one book that she had to take out of the box quite quickly and put in her bookshelf. She said she cannot imagine her bookshelf without this book as she keeps on referring to it time and again. Bearing testimony to the fact that she has read every word of the book and realises its value, she wrote a found poem by randomly choosing words and phrases from the book. She gave this found poem the title: "Why didn't they take pictures of something nicer?" With permission of the author, the poem is published alongside this article. *Halala* and Congratulations Claudia, Naydene and Relebohile!

# Book Launch



Above: Prof Mathabo Khau - a former student of the three authors, Prof Naydene de Lange, Dr Muki Moeng, Executive Dean Education, Prof Relebohile Moletsane and Prof Kathleen Pithouse-Morgan cutting the ribbon. Prof Claudio Mitchell was present virtually via a pre-recorded video.



# Colleagues Present Papers at the Eastern Cape English Educators' Conference

The biennial Eastern Cape English Educators' Conference with the theme *'Teaching literature for understanding to young children'* was held at Rhodes University from the 10-12 July 2018. The conference, which was attended by about 350 English teachers from across the Eastern Cape, included keynote speakers, paper presentations and workshops. A highlight of the conference was the keynote address by Dr N Mpofu, who presented a thought provoking paper entitled *'It's not business as usual. teaching literature to Generation Z'*, in which she highlighted how vital it was for teachers to adapt their teaching strategies and styles to accommodate the learning styles of the current generation of learners referred to as generation Z. The Faculty of Education of the Nelson Mandela University was represented by Ms Emily Durst, a Fulbright Scholar from the USA, who presented a workshop on poetry teaching in the FET phase and Logan Athiemoolam who presented a workshop on how to use tableaux to teach poetry. During the election of office bearers for the 2018 Committee, Mr Fumba was elected as the President and Logan was elected as a member of the executive of the organization. The next ECEEA conference on English language teaching and learning will be held at Rhodes University in July 2020.



## ICTEL Conference held in Mauritius

The Global Research and Development Services held their 10th International conference on Teaching, Education and Learning (ICTEL) at the Middlesex University Campus (Mauritius) on the 3rd and 4th of July. At the conference Logan Athiemoolam presented a paper entitled *'Theatre-in-education within and beyond the lecture room'* in which he provided an account of his drama and theatre-in-education activities in his education lectures and how the theatre pieces, conceived and co-created within the lecture room, were adapted and showcased to a wider audience. The paper was very well received by the delegates present and he received the award for the best presenter in the technical presentation and research contribution category.



## MY NAME

*Romayncha Korkee  
(B.Ed –IP: 2nd Year Student)*

My name  
Carved into my skin  
The traces of the past and where I've been  
Then lines and holes in my letters  
When cared for it can be seen  
Not bold enough to notice  
The scars I've had to endure  
Not faded enough to ignore  
You walk past me without looking  
Staring at shiny gold and silver letters  
I am ink, in so many colours  
How can I be ignored?  
My name means something if you  
Take the time to read me  
I am interesting and strong  
Full of holes yes but that's what makes  
me richer than most  
These wounds make my writing deeper  
If given a chance, I can change  
the pages of the book  
You are reading...

## Teachers' Day Celebration

The annual teachers' day celebration forms part of teacher wellness programme being run by six high schools (Arcadia, Bertram, Booysen Park, Chatty, Sancto and Westville) in the Northern Areas of the Nelson Mandela Bay Metro. A wellness action learning set (WALS), comprising of two teachers from each of the schools, in collaboration with the CCS, is responsible for co-constructing projects which will contribute to the general well-being of teachers in these schools. The annual event, in which all the staff from the teachers participate, took the form of an inter-school sports day in which teachers competed against one another. The event was officially opened by the Dean of the Faculty and she also competed in a game of dominoes against the sponsors and school principals.

We are considering entering a Faculty team for next year's activity as this event not only allows us to celebrate teachers but also allows the forging of bonds among the various staff members and across schools. As the Centre for Community school we think that it is important to recognise and value the work being done by teachers, under very challenging conditions, in most of our schools. With so many challenges being reported in schools, we sometimes forget that most teachers are doing their level best to deliver quality public education to the majority of our learners.

As WALS and CCS we were truly overwhelmed by the success of the event. Over 250 teachers from across the six high schools (Arcadia, Bertram, Chatty, Booysen Park, Sancto and Westville) attended a fun filled day in honouring of a sector of our teacher population. It was encouraging to see the leadership of the schools actively participate in all the events of the day. I think it would be wonderful if the Faculty of Education would participate in next year's event.

# 6th ANNUAL SAERA CONFERENCE HELD IN PRETORIA

The 6th Annual Saera (South African Education Research Association) conference was hosted by the North West University (NWU) from the 22-24th October at the St George's Hotel in Pretoria with the theme: 'Education 01? In Search of a New Operating System: Making Education more Relevant, Responsive and Authentic'.

In keeping with the conference theme the presenters aimed to explore creative approaches that would contribute to more relevant and authentic teaching and learning in an ever changing world. The following colleagues from the Faculty of Education (NMU) presented papers at the conference:

- Nokhanyo Mdzanga – *Critical Perspectives on the interplay between Learning Outcomes, Knowledge and Assessment in Teacher Education Curriculum*
- Logan Athiemoolam – *Facilitating embodied learning through arts based approaches within the university lecture room*



- Diedre Geduld – *Transect Walks: A Critical Community Action Tool for Teaching Civil Discourse*
- Heloise Sathorar – *A Critical Approach to Curriculum Implementation: Reflecting on Lecturer Preparedness to be Transformative Intellectuals*
- Bruce Damons (Panel presentation) – *Making community engagement more responsive to democratic*

*ideals: Towards a New Framework for Inclusion Based on Participatory Action Learning and Action Research.*

The conference created a space for colleagues across higher education institutions in South Africa and globally to reflect on critical issues affecting teaching and learning within the context of an ever changing world, and to share novel insights to address pressing educational challenges.

# Bachelor of Education

## Further Education and Training 4th Year Reflection Session

Growth occurs when one comes to the end of something and begins something else. The Faculty of Education bid farewell to the Bachelor of Education (B Ed) Further Education and Training fourth-year students on November 9th, 2018. The reflection session took place at the Council Chamber at Embizweni, South Campus where the students were provided the opportunity to reflect on the past four years they have spent at the university. It was an eventful session, as the students shared some of their highlights, challenges and grievances. We wish all the students the best of luck as they about to embark on this new journey. May they shine the Nelson Mandela University flag high and be the best teachers they can possibly be.





## Faculty of Education Colloquium, 19-20 July 2018: Nelson Mandela University Celebrating 100 Years of Mandela

The Colloquium, convened by the Faculty of Education, of Nelson Mandela University on the 19th and 20th of July 2018, aimed at problematizing Nelson Mandela's statement that "Education is the most powerful weapon we can use to change the world". It did this by inviting multiple stakeholders from across the three categories of education (formal, informal and non-formal), to engage with one another around the repositioning of our understanding of the complexities of 'the weapon' within the context of the 21st Century, with all its present day contradictions. The colloquium launched the Nelson Mandela University's centenary celebrations.

More than 200 participants from a number of organisations, involved in education, gathered in the Indoor Sports Centre at the Missionvale Campus of the University. The engagement was facilitated by Professor Puleng Segalo from the University of South Africa and participants were official welcomed by Dr. Muki Moeng (Executive Dean of the Faculty of Education).

The colloquium achieved its primary purpose of coalition building with an intent of having collective impact through shared mission among our stakeholders. By ensuring that there is a commitment from all stakeholders to work collectively to achieve the set goals and themes

identified, we move towards the possibility of sharpening the weapon and showing how working together people are stronger. The commitment to move forward as a collective led to the establishment of a steering committee comprising representatives of all the stakeholders present. The steering committee was tasked to look at formalising a collective programme of action around the following five themes: multi-stakeholder collaboration; holistic development of a child; African centred learning; language of teaching and learning; and education as a catalyst of transformation. These themes were informed by the objectives identified by the participants.



Newsletter of the Faculty of Education, Nelson Mandela University