

# News

Faculty of Education



## Grade 12 Motivational Talk

Dr Muki Moeng

It is that time of the year when we motivate grade 12 learners as they prepare for their final examinations. We do so with the belief that the preparation they received from teachers, parents and their community for the past 13 years of their schooling will bear fruit. As they embark on this last hurdle in their schooling journey, we offer them our support and give them advice on how to tackle this phase. They have thus far been able to confront and tackle their challenges.

My visit to Nqweba Secondary School in Graaff-Reinet on 11 October 2021 was an attempt to provide grade 12 learners with motivation and encouragement as they approach the examination period. It has been exactly 30 years since I sat behind the same desks preparing for my grade 12 exams. I was therefore speaking from experience and urged them to continue to be dedicated and committed. As they start this new chapter there are great expectations because they carry the hopes and dreams for the social and economic development of their community and of our country.

We know that the pandemic has placed an extra burden on them as they had to learn under lockdown regulations. We also know that they have lost some time on task as schools had to observe covid-19 protocols such as social distancing, hence the psychosocial complications for both learners and teachers should not be underestimated. We are however hopeful that their resilience and determination will pull them through this examination.

We encourage all learners who will be sitting for their grade 12 examinations across the country to keep up the good work. To the class of 2021 we say grab this opportunity with both hands and do your best!



# Grade 12 Motivational Talk





# MOTT Project Symposium

The Centre for Community Schools (CCS), organized a Symposium held virtually on the 22nd of July 2021, with delegates from MOTT foundation, Nelson Mandela University's Faculty of Education, the various schools involved in the Manyano network, as well as participants from various communities across the city of Gqeberha. The symposium entailed video presentations from the principals, teachers, School Governing parent component and School Management Teams representatives from the Manyano schools. The symposium themed 'Celebration of learning' was organized to highlight the impact of the Manyano Schools Network Projects.

Each school reflected and shared their experiences and highlighting areas where they gained relevant knowledge, as well as the challenges that arose during their partnership with CCS and MOTT foundation. Teachers, and some parents of the learners from the schools also shared their views regarding the impacts of the projects on the students.

Manyano Network of Community Schools is an educational initiative that aims to liberate poor communities by creating a systematic support for learners in impoverished schools. The goal of the Network is to create a space for community engagement in the education process of these children, centred on the belief that education is a societal issue. Manyano Network in partnership with CSS at the Faculty of Education of the Nelson Mandela University, were able to secure funding from the Charles Stewart Mott Foundation towards the end of 2016.

Focusing on the following projects from 2017 until 2021:

- A** Strengthening School Management Teams (SMT) to develop appropriate curricula and school improvement plans that integrate communities (SMT)
- B** Strengthening School Governing Bodies (SGB) to develop and improve policies and financial management of schools (SGB)
- C** Providing ongoing professional development for pre-school practitioners working with the schools (ECD)
- D** Supporting School-based Support Teams (SBST)
- E** Conducting physical audits of school infrastructure and training community members to develop and maintain existing structures
- F** Strengthening the Manyano programme with the participating schools (Monitoring, Support, Evaluation and Learning)

## G Improvement of Literacy and Numeracy (Reading Clubs)

From the proceedings, the Dean: Dr Muki Moeng buttressed that the symposium also addressed partnership, collaboration, internationality and community. She also commended the funder for playing a huge role in the success of the Manyano Network with the support from all stakeholders for making the community school model work. Mr Mzuzu during his address stated his belief that the CCS's vision is aligned with that of the DVC: Engagement and Transformation, at the Nelson Mandela University, which is to "engage and form partnerships, interact with stakeholders and reach out and contribute towards the sustainable development of communities it serves". Mr Mzuzu also highlighted a statement made by the Vice Chancellor of the University, Professor Sibongile Muthwa who centred the role of the University as a vehicle for the improvement of humanity, and this places CCS "strategically within the structures of the University".

Thereafter, Ms Mohapi from Charles Stewart Mott Foundation explained how over time, the work of the foundation has evolved with regards to supporting CCS, as the foundation support has also spread to other parts of the African continent. Sadly, this meant a reduced support in South Africa. The foundation has been extremely pleased with the work which CCS has done among the schools in the Manyano network, and Ms Mohapi even added that the Centre's work even during the pandemic has been encouraging.

The symposium entailed video presentations from the principals, teachers, SGB and SMT representatives and Project Leaders. There was a time of discussion after every presentation where attendees of the symposium were able to engage with the principals of the schools about the information presented.

The final session of the symposium was a presentation from the individuals who championed the various Manyano projects in the different schools. Each of them shared their experiences with the programme.

The following is a summary from the champions:

- A** Ms Musthan, Lecturer: Foundation Phase, Faculty of Education at Nelson Mandela University was the first champion to present in this session. Her focus was on literacy, African languages, and building a love for learning among students. She explained that when the Mott funding started, it provided an outlet for CCS to take a more concerted effort on the strides needed to



## SGB Financial Management Workshop

- Dealing with emotions*
- In your school, briefly discuss what money means
  - What emotions (feelings, passion, excitement) does the thought of having money bring?
  - What are the dangers, risks or threats of dealing with money, even if it is not coming to you, or belonging to you?
  - How can these risks be avoided?



# MOTT Project Symposium

combat the issue of literacy in the community schools. She also highlighted the focus on contextual issues which illuminates the diversity in realities of the learners in the different schools that the Centre works with. This was evident in the way different principals and teachers reacted to the programmes proposed by the Centre, with some teachers even rejecting to participate initially. However, by working with site coordinators who went into the schools to set up reading and literacy clubs, Ms Musthan described how they were able to combat these contextual issues.

**B Mr Fihla** who is one of the founders of a youth led organization called Unako Community Based Movement, stated that his organization partnering with CCS in 2013. Their focus was on empowering the learners in the high schools to organize themselves better, as well as their relationship with the SGB's in their schools, for example: attending the SGB meetings and having understanding of how their schools are managed. In a nutshell, his organization has focused on learner's empowerment.

**C Ms Ismael** is a school Foundation Phase Head of Department, deputy secretary of Manyano Network of Community Schools,

and a former teacher at Sapphire Road primary school. As the deputy secretary of Manyano, he took over from Mrs Robin Notshulwana as champion for the ECD project.

Her role involved facilitating the ECD practitioner's engagements who would share their challenges and struggles, and she was able to help them navigate these issues. The dedication of these ECD practitioners was outstanding even though they do not earn a lot but invest financially for the sake of their learners. CCS assisted in training them on how to make resources instead of buying them, in order to reduce the amount of money which they were spending.

Ms Ismael concluded by commending how she saw the teachers applying what they learned in the workshops back at their schools and urged that they continue to do so going forward.

At the end of the symposium, time of reflection occurred, and the following points were highlighted regarding the future of the Manyano network schools:

- The continued need for the University to engage with community schools

- The need for Manyano Network of Community Schools to be open for more community schools to join.
- The value of academic outcomes on the learners and communities
- The importance of the CCS projects in the Manyano schools with regards to the strengthening and equipping of the principals, teachers, SGB's, and SMT's teams.
- The potential for some of the Manyano schools to establish some of these programmes themselves, without exerting too much financial strain on the school finances.
- Mott being a springboard for great things to happen not just only in the Manyano network, but in other schools as well.

The symposium was organized by the Centre for the Community School with the assistance of Oyama Mkaza and her team consisting of mainly students from Nelson Mandela University

Videos and link of the Symposium are available on request but will be loaded on our Website <https://ccs.mandela.ac.za/> by October 2021.





# MOTT Project Symposium

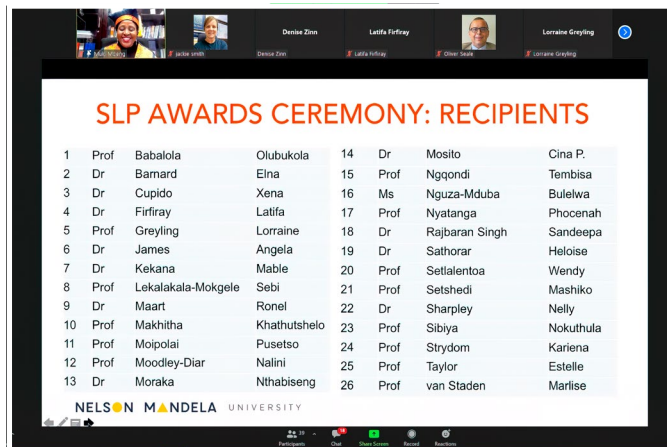




# Women in Leadership Certification Ceremony

A certification ceremony of the Women in Leadership Programme was held on 30 September 2021, with Dr Muki Moeng presided over this event. The WIL programme is one that the faculty co-offers with USAf's Higher Education Leadership & Management Programme. "It is comforting to realise that we are contributing to the development of women in higher education. I am humbled," reflected Dr Moeng after the proceedings.

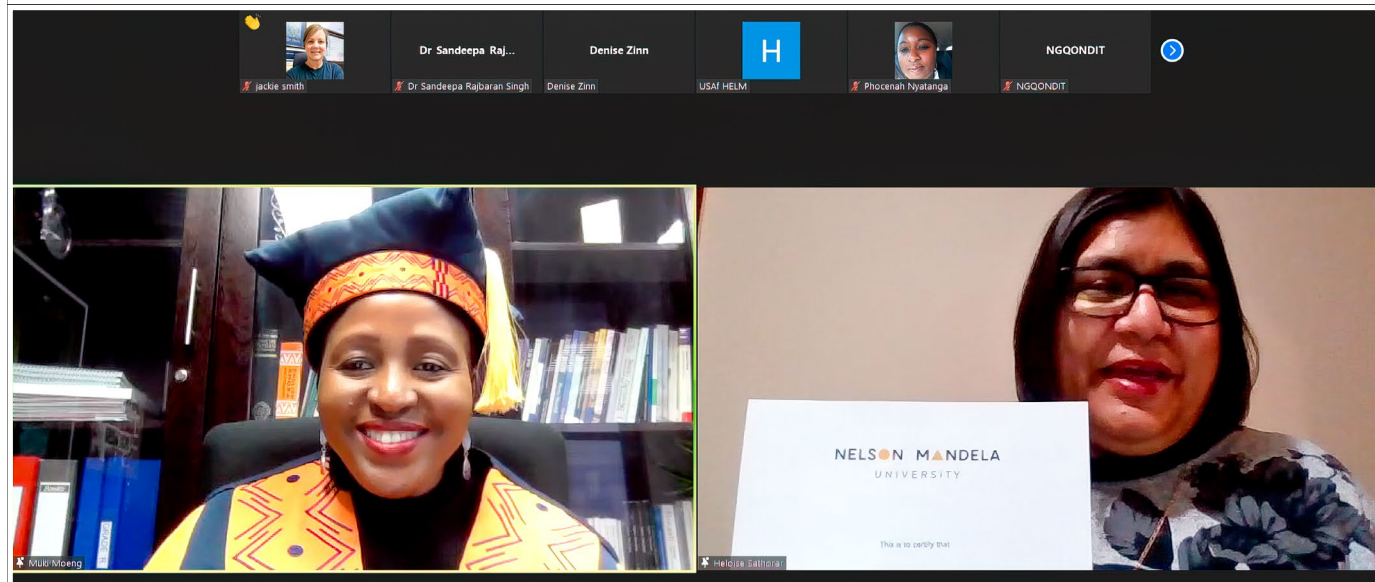
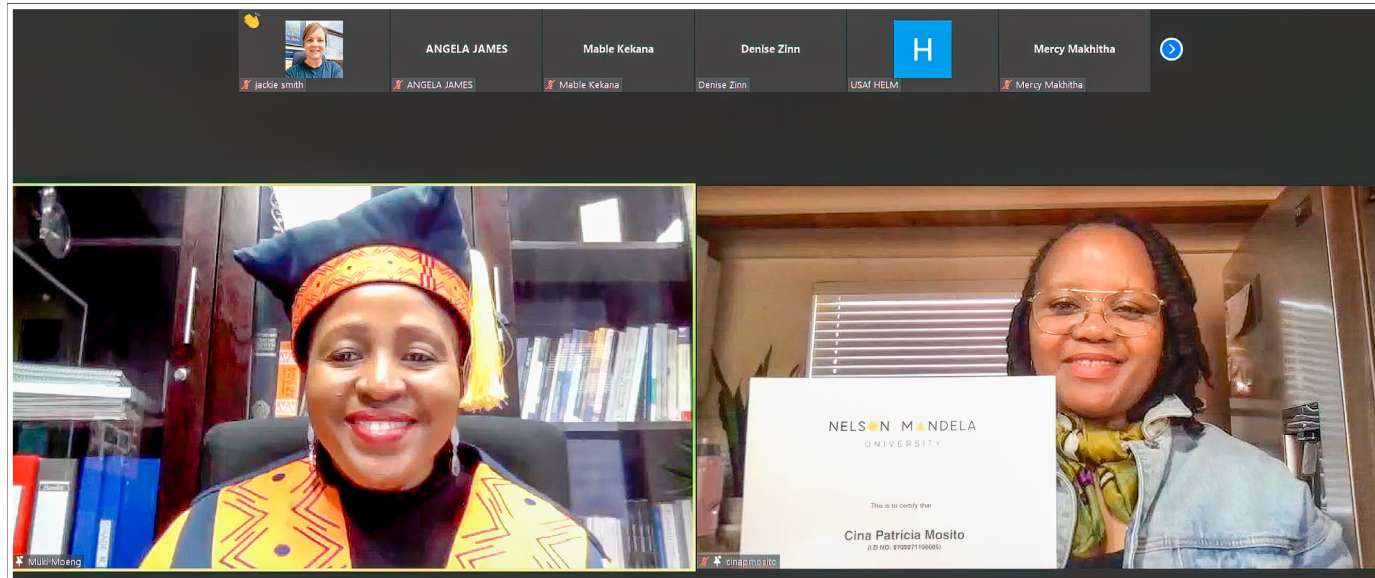
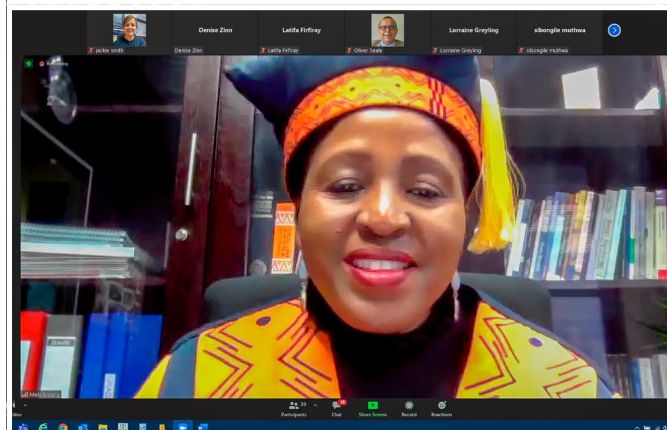
We celebrate with two of our colleagues who received their certification, Dr Heloise Sathorar and Prof Cina Mosito. Halala!



**SLP AWARDS CEREMONY: RECIPIENTS**

|                           |              |                      |           |
|---------------------------|--------------|----------------------|-----------|
| 1 Prof Babalola           | Olubukola    | 14 Dr Mosito         | Cina P.   |
| 2 Dr Barnard              | Elna         | 15 Prof Ngqondi      | Tembisa   |
| 3 Dr Cupido               | Xena         | 16 Ms Nguza-Mduba    | Bulelwa   |
| 4 Dr Firiray              | Latifa       | 17 Prof Nyatanga     | Phocenah  |
| 5 Prof Greyling           | Lorraine     | 18 Dr Rajbaran Singh | Sandeepa  |
| 6 Dr James                | Angela       | 19 Dr Sathorar       | Heloise   |
| 7 Dr Kekana               | Mable        | 20 Prof Setlalo      | Wendy     |
| 8 Prof Lekalakala-Mokgele | Sebi         | 21 Prof Setshedi     | Mashiko   |
| 9 Dr Maart                | Ronel        | 22 Dr Sharpley       | Nelly     |
| 10 Prof Makhitha          | Khathutshelo | 23 Prof Sibiya       | Nokuthula |
| 11 Prof Moipolai          | Pusetso      | 24 Prof Strydom      | Kariena   |
| 12 Prof Moodley-Diar      | Nalini       | 25 Prof Taylor       | Estelle   |
| 13 Dr Moraka              | Nthabiseng   | 26 Prof van Staden   | Marlise   |

NELSON MANDELA UNIVERSITY







# Teaching and learning in the South African context

Ncise Philasande B Ed IP

The teaching and learning in South Africa have become one of the things that are not really taken seriously. You would find that some teachers do not care about learners and that would make learners depressed, and they start not taking education seriously. So many learners are dropping out in schools not only because of their backgrounds or anything but the way they are treated in schools especially in public schools and monolingual schools.

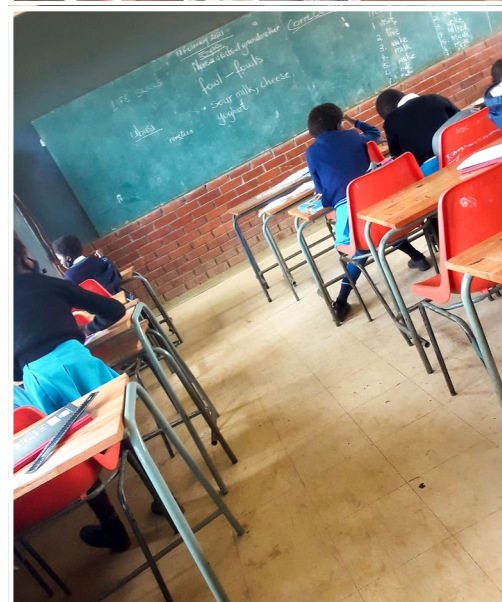
I was so impressed on how a multiracial school treats their learners when I was there during my School Based Learning and I wished it must be like that in all schools. Teachers there were so friendly to their learners in such a way that learners can they are able to start the conversation with teachers, even make jokes with their teachers, and the school is so beautiful. There are so many facilities that support learning such as a library and other technologies.

The problem starts from us educated people, including teachers. We put our children in those private schools with high quality of education but what we do in public schools is not what is being

done for our children in private schools. Learners there are being treated right and as a result their future is being brightened. I am not saying we must stop that, but we must improve the quality of education in every school.

As the upcoming teachers we must come with an approach on how to correct that and improve the quality of education. One of the things we should do is to be an *agent of change*. So many learners have lost hope in such a way that they do what they think will help them but at the end it will destroy their future. We must reinstate hope to every learner in the classroom.

Being friendly to learners motivates learners to come to school and participate in class and the presence of school facilities also motivates learners. Imagine going to school bored and depressed, that will make a learner lose hope in becoming what they want to be in future. But, if they come to school knowing that they are loved by their teachers and there are facilities in school, they will be more motivated to continue to come.



These photos are of the other school I attended during my SBL and is situated in a rural area. Here you find that it is not easy for a teacher to encourage creativity and support learning since there are not enough resources to support them.



# Students attend online workshop

The Afrikaans Home Language students (IP and SP) were invited to attend a voluntary workshop on Saturday 17 July 2021. The workshop was offered and facilitated by the Afrikaans subject curriculum specialists of the Western Cape Education Department (WCED) and focused on the teaching and implementation of the annual Afrikaans literary research project.

This was indeed an “innovative” way to cure a Saturday morning hangover for the majority of the students, however, once Ms Portia Smit, Mr Ismail Teladia, Ms Naomi Sondag and Mr Joey Klaaste-Salmans completed their fascinating presentations, everyone realised they wouldn't have wanted to be anywhere else.

We had the privilege to be introduced to the implementation of the new literature research project for Grade 4-9 learners. We also had interesting discussions regarding the implications which the Covid-19 pandemic had on the teaching and learning

environment. The recovery of the Annual Teaching Plan was presented and explained to us as future teachers. Intellectual ideas and worldly wisdoms were shared amongst the students and the facilitators. We laughed, asked critical questions and cherished every moment - every second of the 3 hour long workshop was indeed a good investment in our teacher development.

*Roben Geduld, Antonie Transsell and Veronica de Lange  
(2nd Year Intermediate Phase)*

*Pictured below (left to right) :  
Roben Geduld (2nd Year IP student)  
Veronica de Lange (2nd Year IP student)  
Antonie Transsell (2nd Year IP student)*



## FEEDBACK

“After this workshop, it felt as if I could jump into my work clothes and walk into any classroom.” — Veronica de Lange (2nd Year IP student)

“The workshop was very inclusive and extremely educational. I have learnt skills and techniques that I can utilise to ensure that learners are more engaged.” — Roben Geduld (2nd Year IP student)

“It was a privilege to listen to the subject curriculum specialists when they shared their experiences in education. This meeting once again reminded me why I want to become a teacher namely to make a meaningful change in the lives of learners” — Antonie Transsell (2nd Year IP student)



## Student Success Coach changes

**M**s Mary-Anne Laufs resigned from her position as a success coach at the end of Semester One. Mary-Anne served our Faculty for 10 years where she guided and supported our students to success. She actively participated in activities that improved student learning and well-being, in particular as the EAR-Officer. She also served as Chair of the Faculty Admin Forum for a term. Dean, Dr Muki Moeng, comments "We are grateful to you, Mary-Anne, for your dedicated service and we wish you all the best in your new endeavours and hope that our paths will cross again."

The faculty welcomes **Ms Lea Botha** who will be the success coach for our students in the 2nd semester. We look forward to working with you Lea in helping our students succeed!

## Faculty E-Technologist

**T**he faculty was happy to receive confirmation that Danelle Klassen was appointed as the Faculty E Technologist.

Danelle needs no introduction as she has been assisting colleagues for some time with online and technology support in their hybrid and online teaching and learning journeys.

Colleagues can still get hold of Danelle directly, but for all LXD services, you do need to schedule Danelle's assistance. This can be easily done by emailing the IT Helpdesk on [ltlhelpdesk@mandela.ac.za](mailto:ltlhelpdesk@mandela.ac.za)

Going via the LT Helpdesk allows LXD services (LT Collab) to monitor tasks' completion and service quality.

## Welcome Ms Ayanda Simayi

**T**he faculty welcomes Ms Ayanda Simayi to the Intermediate Phase Department.

Ms Simayi started her teaching career in King William's Town in 1989 where she taught Maths and Science. She moved to Port Elizabeth and taught at Gqeberha High School and then moved to Ndzondelelo High school where she was HOD for Maths and Science for over twenty years. She made her contribution to the wider Education system when she became a Deputy Chief Marker for Life Sciences Paper 1, tasked with marking and moderating Grade 12 external examinations. She was a Subject Advisor for Life Sciences and Agriculture in Gqeberha, responsible for managing Grade 10-12 curriculum implementation in all Gqeberha high schools. She joined the university in 2018 as a full-time PhD student funded by CERMESA (DAAD) and lectured Science and Research modules in the Faculty on a part-time basis. She facilitated in the Social Consciousness and Sustainable Futures (SCSF) programme, a university-wide initiative, which is a consequence of the Fees Must Fall movement. Ayanda has presented her research in Germany, Kenya and at the EpisTeme 8 conference in Mumbai, India. She published an article in 2019, as well as short papers in the SAARMSTE conference proceedings. She has served at various levels as an equal education rights' activist, a member of the EC Provincial Education Committee and the EC Skills Committee; working with DoE officials in monitoring curriculum implementation in the province.

Welcome to the Faculty Ayanda! We wish you a fulfilling career while you enjoy academic, personal and professional growth in the Faculty and the IP Department.

## Delene welcomes her first grandchild!

**O**liver Anthony Botha was born by emergency caesarean on Saturday 25 September, weighing a healthy 3.05kg and measuring 50cm long. Mom and baby are doing well, and Gams (Delene) is over the moon and in love. Congratulations!





# COLLEAGUES PRESENT PAPERS AT ECEEAA'S FIRST VIRTUAL CONFERENCE

The Eastern Cape English Educators' Association (ECEEAA) held their 7th biennial and 1st virtual conference from the 6th to the 8th of August at their Rhodes University base. The theme of the conference entitled *'Reading During the Covid-19 Pandemic: Emerging Strategies to Promote Literacy'* was thoroughly engaged with by a brilliant line-up of both keynote speakers and educators conducting research in the field of literacy development.

The opening keynote address on the 6th of August, which was presented by Professor Ncedile Saule from Rhodes University, entitled *'A Letter to the Youth: Reflections on 50 Years into the Future'* set the tone for the rest of the conference and provided brilliant insights into Professor Saule's vision of the role of the youth in contributing to South Africa's success as a nation. Other keynote speakers included Dr Sindi Magona who presented an insightful paper entitled *'The Teaching of 'Mother to Mother'*'; Dr N Mbude (the Superintendent General of the Eastern Cape Province) who shared her insights in literacy development initiatives in the Eastern Cape; Dr Zakasa and her panel of Foundation Phase students from the Nelson Mandela University's, Faculty of Education, who presented their paper entitled *'Beyond the Lecture Halls: An Emphasis on the Meaning of Reading for Enjoyment by the 21st Century Teacher Generation'*; Dr Gcina Mhlope who enthralled delegates with her riveting storytelling and Dr Sally Brown, an international speaker from the Georgia Southern University in the USA, who provided a very insightful paper entitled *'Teaching Reading During the Pandemic: Successes and Opportunities'*, based on the research that she and some of her colleagues conducted in the USA during the lockdown. In addition to the keynote speakers, papers were presented by 16 educators from schools and universities.

Two colleagues from the Faculty of Education at Nelson Mandela University, namely Dr Margie Childs and Professor Logamurthie Athiemoolam also presented papers in the field of language and literacy development. While Dr Childs shared her insights in literacy development in her paper entitled *'Considering the Possibilities and Promise of Wordless Picturebooks'*, based on her extensive research in the field; Professor Athiemoolam, who is also a member of the executive of ECEEAA and who assisted with the planning and the co-ordination of the conference, presented a paper entitled *'Using Tableaux and Creative Arts-Based Approaches to Enhance Literacy'*.

The conference, which was partially sponsored by the British Council, was a great success and all those present agreed that although this was ECEEAA's first virtual conference it was very engaging and uplifting, as the delegates left the conference with new insights in literacy development that could contribute to enhanced teaching practice in their respective contexts.

Professor Logamurthie Athiemoolam and Dr Margie Childs





# Congratulations!

Congratulations to Prof Athiemoolam on his article titled *An Exploration of Pre-Service Student Teachers' Understanding of Social Justice Issues Through Theatre-in-Education*, and Dr Sathor and Dr Geduld on their article titled *A Critical Approach to University-Community Partnerships: Reflecting on the Diverse Realities* published in the Educational Research Journal for Social Change.

Educational Research for Social Change (ERSC) is an accredited online journal.

The latest edition is available at:  
[http://ersc.nmmu.ac.za/view\\_edition.php?v=10&n=2](http://ersc.nmmu.ac.za/view_edition.php?v=10&n=2)

## Online Library Training sessions

During the month of Aug the following Online Library training sessions were offered by Annaret Joubert (Library and Information Services).

The response from students was overwhelming and the feedback received from students was very positive. Students are not always aware of what the library offers in terms of research support and training.

Responses received from students included:

- "Very useful"
- "Very helpful"
- "Will assist with my assignments"
- "You answered a lot of questions and it makes working online simpler"

- "Very informative. It was needed"
- "Helped so much and I feel more confident in using the online library system"
- "Really appreciate session and gained a lot of information"
- "Resourceful presentation"
- "Reminded me what I have forgotten and taught me new things I did not know"
- "Very interesting"

Judging from the feedback of students it is evident that such training is important for students to empower them to utilize the Library research tools effectively in order to find the most relevant information for their assignment or research topic.

| Date           | Time          | Training session   |
|----------------|---------------|--|
| 11 August 2021 | 14h00 – 15h30 | Finding information for your assignment/research paper in Ebscohost, Sabinet Online and Google Scholar |
| 12 August 2021 | 14h00 – 15h00 | Finding e-books for your assignment/research paper in FindPlus and Ebscohost                           |
| 18 August 2021 | 14h00 – 15h30 | Finding information for your assignment/research paper in Emerald, Sage and Taylor & Francis           |
| 19 August 2021 | 14h00 – 15h00 | Finding e-books for your assignment/research paper in FindPlus and Ebscohost                           |

## Presentation on Desk-Top Research

A stimulating and insightful presentation on Desk-Top Research was hosted recently by Dr Kotie Kaiser and her student Ms Cheney Jackson for staff and post graduate students.

This presentation aimed to introduce this new genre of research and offer insight into the skills required thereby contributing to individual research capacity development.

This new approach is very new for the majority of NMU academics and students and, given the limited time that many Honours students have to apply for ethics, desk-top research is another alternative that could be explored to alleviate ethics application challenges. The presentation also contributed to addressing some of the niggling questions related to the intricacies and complexities associated with desk top research.

We were extremely fortunate to have Dr Kotie Kaiser sharing her expertise in this genre of research, since this approach has been standard practice at NWU over a number of years. She shared the platform with her student Ms Cheney Jackson, who is currently teaching at a school in Gauteng.

*Prof Logan Athiemoolam  
Prof Shervani Pillay (HOD)  
Ms Carol Poisat*

Colleagues who were unable to attend can request a recording of the presentation from Carol.





## Internationalisation and collaborative research

Internationalisation is one of the cornerstones of research institutions. It allows for trans-geographical, trans and interdisciplinary research collaborations and networks. In a bid to create collaborative networks, Prof Ziese and Dr Richter came to South Africa in August on a fact-finding mission to meet Prof Khau and discuss a collaborative research project and funding possibilities. Prof Ziese and Dr Richter are interested in the use of visual and arts-based methodologies in teaching and research across disciplines. The two German scholars were given a tour of all the Nelson Mandela University campuses in Gqeberha, culminating in a visit to the Centre for Community Schools (CCS) in Missionvale. We received a warm welcome from Mr Mzuzu and Mr Bam, who gladly explained the work of the centre to Prof Ziese. This warm welcome has prompted Prof Ziese to arrange a visit to Gqeberha with her masters' students in December to visit some of the Manyano schools serviced by CCS.

We are currently working on a research grant application to facilitate further collaboration between the German institutions and Nelson Mandela University!



*Top Left: Profs Khau and Ziese with Mr Mzuzu*

*Top Right: Profs Khau and Ziese with Mr Bam*

*Bottom: In conversation with Nelson Mandela are Dr Gabrielle Richter, Prof Maren Ziese (from Germany) and Prof Khau*



| Our Class Flash Fiction |  |
|-------------------------|--|
| Student                 | Short Short Story (Flash Fiction)  |
| Vuyiseka Jamile         | HEARTBREAK<br>"She believed love lasted forever,<br>forever was three years and thirty-four days."   |
| Scotland Wilson         | "He Came. He Saw. He Conquered."   |
| A. N.                   | Finally, Miss.SA, that's what happens when you wait.   |
| Kirsten Lyons           | A sloth.<br>How lazy...<br>Like me.  |
| Eileen Scheckle         | Counted coins<br>Creamy cone<br>Tripped and fell.  |
| Eileen Scheckle         | Hospital called<br>Dad worse<br>Going now.   |
| Ally Williams           | The polling stations at the Fred Moses Memorial Center, open at five.<br>She welcomed them in, the first woman candidate, with a warm smile. |
| Kholisa Papu            | Pure air<br>Happy breathing<br>Safe Planet.  |
| Ayola Mgqaliso          | I mastered time management, put more effort & shifted<br>from being a C/D student to an A/B student.   |
| Siyabulela Madolo       | Death: We Cannot outrun Death  |
| Luther Mzwakali         | Bright student!<br>Car accident.<br>Thief.   |
| Meghan Wait             | Last breath. Red lights off. Siren off. Ambulance slows down.  |
| Miss Beckett            | "Was sick and tired, I was traumatized.<br>I'm not to blame.<br>It doesn't even hurt anymore."   |
| Wonga Nozozo            | When we speak, He listens.   |

# Short Short Stories (Flash Fiction)

No one forgets that electrifying feeling of seeing lightning flash before their eyes. No one forgets the tearing of the skies when thunder breaks. It might be a split-second, but I promise - your heart will stop a second. We felt that electrifying feeling when our first-year class for English Language Studies was introduced to one of the earliest writings of Flash Fiction by Ernest Hemmingway. Like being sickened by the rumbling of thunder, we were moved and equally excited by the possibilities that exist in the interpretation of the story. This is regarded as the shortest story ever told – a short short story. Some call these short short stories flash fiction.

"For sale, baby shoes, never worn", is the long and short of the story. As brief as is the story, the interpretation and imagination needed to build the context and plot of the story, ran deep and wide. We tried to excavate the meaning and purpose of the story by considering amongst others, the effectiveness of the vocabulary used, the structure and punctuation, our prior knowledge, imagination and inference. We were not paralysed by not knowing the actual events that inspired the writing of this flash fiction. In fact, we only researched about this story after we could not find any more

meat to chew. For more information on the history of this flash fiction, please visit this website <https://www.thevintagenews.com/2017/09/24/for-sale-baby-shoes-never-worn-tracing-the-history-of-the-shortest-story-ever-told/>.

To demonstrate how our first-year student teachers can cultivate the love of reading and writing, and the love of creating, each student was encouraged to write their own flash fiction using the traditional six words or slightly longer. There was no prescribed topic or theme. Students wrote on a subject of their choice. All the flash fiction was read and interpreted in class. Only after each story was unpacked was the original author asked to explain what inspired them to write the story.

On the left is a list of some of the flash fiction written by our class for catharsis, archiving, memorialising, educating, and for celebrating life's experiences. Let's see how you can use your imagination, wit and power of inference to read and complete these stories. Can you write your own? What will it be about?

*English Language Studies Class of 2021*

To unpack each story, consider the language used in terms of:

- Meaning
- Structure and Punctuation
- Effectiveness of Vocabulary (Choice of Words)
- What is suggested?
- What can you infer (read between the lines)?



# Africa, my Africa Awake

Africa my Africa.  
Awake Mother Africa Awake.  
Where are your elders?  
You used to say, "it takes a village to raise a child."  
But today you exclusively look after your biological children.

Money has blinded you Africa.  
Today you sell your own children because of money.  
Where is your "ubuntu?"  
Greed has crept in to steal  
the innocence of your own children.  
What happened to you Africa?

Who bewitched you Africa?  
Parliamentary vultures plan but  
you fail to implement.  
You are merely concerned about the votes of the poor.  
Yesterday you used to eat traditional food,  
Today traditional food disgusts you.

What you know is to fight your own brother.  
When you see your African brother  
it's like you see a witch.  
What happened to your love?  
Our children live in terror.  
Our women live in terror.  
They don't feel free nor safe because of your behaviour.  
Awake Africa my Mother and go back to your roots.

*Aubrey Maswanganyi, (PGCE – FET English HL)*

## S P A C E S

I am my father's artistry; his mirror image and minds alike,

I fill every s p a c e with swells of culinary delicacies given to me by the generations of men  
before me, their magic I carry in my bones.

I am my mother's tongue; colourful, kind and full of laughter,

I breathe her in and my lungs belt out the supernovas of her elegant portrayals of love.

I am my father's wit; his playfulness is the ribbons that tie me to those I love.

I am my mother's kindness; her wisdom stretches proudly over me like the tusks of an elephant.

I am my brother's baby sister, the tormentor to his soul, *Lucifer*.

He fills my life with redemption while I steal his food when he is not looking.

I am the *rememory* of my lost middle brother; I take up the lost s p a c e s,

This *divine* sister, is the only one to see her two and a half month old brother  
reach the age of nineteen,

I see the promise of a God who loves my family.

I am the sheltered and the protected.

I have seen my ancestors have conversations in my house while everyone was asleep.

I have seen them rejoice at two nations joining as one.

I have seen them weep at my family's misfortune.

I am a part of the bloodshed and love that has brought me here.

I take up the s p a c e s of those both lost and found, and fill it with all of those who  
have made me who I am.

Bone and flesh of my parents, India and South Africa, I am the child who merges continents.

And though Pangea - the world's first sight of true love, is separated, my loins will bring forth  
lives who will fill the s p a c e s with the Ubuntu this world once knew.

*Khmera Lalla Kooverjee*



## LET ME REVEAL THE MYSTERY

Everything revolves around it in life, don't be fooled.  
Everything blossoms from it in life, don't be fooled.  
It is not just the word that is like any other words.  
It is not just a phrase that is like any other phrase.

This word contains something much deeper students.  
You will hear some saying; it is the key to success students.  
Yes, I agree, but even much more than just a key to success.  
Yes, I agree, but I say it is also a necessity that gives meaning to life.

It is so deep that you cannot have it all alone.  
It teaches us that no man is an island, student.  
Yes it's a take and give word to get more knowledge.  
Yes it says unity and humility is necessary to get me.

It is so deep that it requires self-determination.  
It is so deep that it requires focus, or you might miss it.  
It is education, yes we need it to be something better in life.  
Don't underestimate it students but strive for it each moment.

It is my promise this word will give you a great reward.  
It is my promise this word will make you someone to be admired.  
For we educate because we first were educated.  
For we remain tolerant so that it can be passed from one generation to another.

*Khalipha Dlangamandla*

## IMFUNDO

Ewe! Ngempela sizele imfundo.  
Yikho! Kuphela esk'dingayo,  
Yikho! Ekuzosikhombisa iksasa lethu,  
Yikho! Ezosivulela iminyango evalwe,  
Yikho! Ezosikhupha enkohlakalweni...

Ewe! Ngempela sizele imfundo.  
This only given to us is an opportunity.  
An opportunity to education.  
An opportunity to go far in life.  
An opportunity to change the world.  
An opportunity to inspire others.  
An opportunity for us to own it,  
A chance others never got to see.

Ewe! Ngempela sizele imfundo.  
Die enigste ding wat ons toekomst  
sal voorspel.  
Donker of nie,  
Moeilik of nie.  
Ons sal die ontberinge in die gesig staar,  
ongegag wat.  
Geluk sal altyd sy weg vind, veral in die toekoms.  
We just need to put our all and focus.

*Alizwa Vena*

## Our Heritage, Our Pride

We carry patriotism through our heritage  
living in diverse cultures, embracing each other.  
Our pride peaks through the vibrant patterns  
of the seams of our traditional attire,  
We retire to delightful cuisine  
that captures lifelong lineage of recipes  
shared across generations.  
Beyond braai day our heritage  
is a reminder of our wealth  
in ethos and knowledge, language and culture.

From the depths of Robben Island to the heights of Ukhahlamba,  
The sweet scent of the Cape Floral Kingdom  
and the Sterkfontein caves in the cradle of humankind,  
Our heritage is our pride.

*Anelisa Madwe, (PGCE – FET English HL)*



# I AM BECAUSE YOU ARE

Logamurthie Athiemoolam

As I stare into the endless light,  
The never-ending rays shimmer  
like silver streaks onto the recesses  
of my mind.

In my mind's eye I see visionary  
rays of light flitting across the screen  
to reveal glimmers of hope in a  
chequered land.

How glorious to see the multi-coloured faces  
celebrating their togetherness,  
Voices in unison  
singing praises of hope into the distant hills,  
To be re-echoed over and over,  
Shouting out into the universe:  
*I am because you are!*

How glorious to see the rays of hope  
weaving together our common destinies  
into a tapestry of colour,  
filled with hope and peace.

Hold my hand and let us traverse  
this journey together,  
As we strive to build a country  
filled with peace and love.

Hold my hand and let us walk  
towards the distant mountains,  
Shouting out our common destinies  
to the trees, the hills, the rivers and the lakes.

Hold my hand and let us together build a bridge  
across the raging river,  
So that we can smell the sweetness of our victory  
when we reach our destiny.

Let us not be defined by what others say about us  
Let us not be defined by what makes us different,  
But let us be defined by what unites us  
as a nation.

For in our togetherness no-one can break our bonds,  
For in our togetherness no one can crush our spirits  
For in our togetherness we are invincible.

Let our message of hope ring out across the universe  
to bind our spirits together for a common purpose,  
As we come to value our interconnected lives,  
our intertwined destinies and common future,  
To shout out to the mountains:  
*I am because you are!*

Aum Shanti





Newsletter of the Faculty of Education

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