

NEWS



Nelson Mandela
Metropolitan
University

for tomorrow
Port Elizabeth & George

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WELCOME BACK

WORD FROM THE
DEAN'S OFFICE

As always, this semester is going to be an intense one, as we finish up the year's work, and simultaneously prepare for the new 2014 academic year. It is an extraordinary time for us, with our Curriculum Renewal work well under way, and with the target to have developed a first draft of the new curriculum for several of our programmes by the end of this year.

It is not simply 'business as usual', but a vibrant, forward-looking, creative time in the life of the Faculty, where we have an opportunity to do things differently, in a way that is relevant and responsive to what the future requires of us. We are having to think into how to prepare the next generation of teachers for the current challenges in the wide diversity of schools in our country.

We need to keep in mind that in the majority of these schools, the 80-90% which indeed serve the majority of our population, are in dire need of a new kind of teacher, with strong content and conceptual knowledge, innovative, engaging and humanising pedagogies, resilience and energy to take on the challenges that exist in our schooling system, to 'dare to teach' and to teach in different ways. These teachers require an understanding of learners and learning in the 21st Century, of our social, political and education contexts, where there is an abundance of information, yet growing scarcities of resources on earth that are not being well taken care of for future generations. We have to develop a curriculum for teachers and leaders in education that will enable them to be, to know, and to do/act in ways that make a difference in the current conditions in our education system.

Warmest Wishes
Denise



CURRICULUM COLLOQUIUM IV

6 & 7 June 2013 – "Taking the conversation on Curriculum Renewal Further"



Semester 1 of 2013 was jammed packed with curriculum renewal activities offered by the various programmes.

Curriculum Colloquium IV had a threefold purpose:

1. To establish where programmes were at, with regard to the CR journey;
2. To plan the way forward; and
3. To test our thinking against outside sources.

The two days were started with a petcha kutch presentation by the Dean on the Meta CR processes in the Faculty. This presentation highlighted the Curriculum Framework and the elements of the framework:

- Why: Why do we teach and why do our students want to teach?
- Who: Who are our students and who are the learners they teach?
- Where: Where do we teach our students and where will they end up teaching?
- What: What knowledge's do we convey to our students and what knowledge's do they require to teach their learners?
- So What: How do we assess to enhance growth and develop?

This was a good introduction for programmes to report on the work they have done on the various elements of the curriculum framework over the past few months.

The Foundation Phase team used a storytelling technique to share their experiences and work. They had held a workshop with Karen Murriss that equipped them with the story based technique used in their presentation. They showed photos of their school visits where the emphasis was to establish where our students will teach? They also emphasised the importance of multi-lingualism.

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This was followed by petcha kutch presentations by Intermediate Phase, FET (Further Education & Training) and PGCE (Post-graduate Certificate in Education) explaining their journeys and identifying the big ideas that had been generated in their teams. We were also treated to a "Skura Kutcha" highlighting the main ideas generated at the TP Indaba earlier this year. The BEd Hons team used a Tom Robinson sketch storytelling technique to convey their story and to highlight the aspects that they were working on.

A creative exercise followed where teams had to graphically represent their journey to date and their big ideas for their programmes. This caused consternation in the various teams who struggled to convert their big ideas into graphic presentations. Who knew that macaroni and spaghetti could cause so much discussion? Finally, after much heated debate, teams were ready to present their master pieces... or were they? We were asked to reflect on these presentations as homework for the next day as the rest of the afternoon would be devoted to presentations by Dr. Lee Rusznyak from the University of Witwatersrand.

Dr Rusznyak's presentations focused on the theoretical framework that underpins the Wits B.Ed curriculum and an explanation of the Wits Teaching Practise model. These presentations gave us much food for thought...

Day two of the colloquium saw programme teams working on "immediate next steps to be taken". Looking at what has already been done and looking at the programmes graphic representation of big ideas, what are the aspects that need immediate attention? Various aspects were highlighted by the programme teams including: doing more reading to establish a theoretical framework to underpin the curriculum; engaging the service faculties to enlist their support of our curriculum as well as developing initial programme outlines. These aspects would keep programme teams engaged until the next colloquium in September 2013 where first drafts of programme outlines will be presented to Faculty.



Introducing PGCE at George Campus

The Post-Graduate Certificate in Education (PGCE (FET)) will be offered at NMMU's George Campus from the 2014 academic year on a one-year full-time basis and includes a school-based component where students are placed in schools in the region to gain practical and work-integrated learning.

The programme should appeal to final year undergraduate students, with relevant subject specialisations, professionals considering a career change and in-service teachers who do not yet have a professional (teaching) qualification who are prepared to consider full time study.

The Faculty is an important role player in Initial Teacher Education and thus the decision to introduce the qualification at George was taken with the view of addressing the need for more and suitably equipped teachers for the Eastern and Southern Cape, particularly in the Further Education and Training (FET) Phase catering for Grades 10 – 12.

Students who enrol for the PGCE (FET) will be exposed to a broad range of interesting and thought-provoking subject content such as educational thought, teaching and learning; curriculum design and development; barriers to learning and inclusive education; issues and challenges in education; citizenship and human movement science. They will also be assisted in getting to grips with the various methodologies of presenting their chosen school subjects/areas of specialisation. The students also spend approximately 16 weeks in schools as part of their practical and work-based learning.



"PGCE creates scope for a professional teaching career"

The early closing date to enrol for studies at NMMU in 2014 is 01 August 2013. Prospective PGCE (FET) students who are not able to apply by the first closing date should apply before the end of September. Application forms are available at NMMU George or any of the university's campuses in Port Elizabeth. Online applications are also accepted – <http://www.nmmu.ac.za/Apply>

RASA



By: Eileen Scheckle



The Eastern Cape branch of the Reading Association of South Africa (RASA) recently had their AGM and Open Day at Eden Grove at Rhodes University. All RASA events had been held at NMMU in 2012 and so we wanted to cater for a wider membership by having it at Rhodes which would be more central for participants.

The day started with three fascinating presentations. Firstly we heard Caroline van der Mescht, whose research on 'play' as a tool for developing reading skills in the Foundation Phase' was most insightful.

This was followed by Bulelwa Galada and Nobuntu Mazeka, who inspired us with what can be done in rural classrooms to develop biliteracy in their talk on the Magic Classroom. Lastly our own Berit Lundgren shared her research on writing tasks and the necessity of unpacking the genre and scaffolding the tasks. The discussions and questions showed how engaged and concerned people were with these issues, with much networking going on and many invitations exchanged.

The RASA committee for 2013 & 14 were also noted in – congratulations to Eileen Scheckle who will be Chair, and to Margie Childs who will be Vice Chair and Secretary!

EC RASA will host the National Conference in the Eastern Cape from 12 to 14 September 2014:

August , 12 -14	Pan-African reading conference in Kenya
October, 25 to 27	National RASA conference at Pridwin Primary in Gauteng "Uniting to solve literacy challenges in Africa"
October, 29 & 30	Prof John Guthrie, researcher on reading, engagement & motivation, to visit EC



IN BRIEF



Captured by NMMU photography students enjoying the Richmond Street Music Festival are colleagues Dr Mathabo Khau (centre) and Dr Eileen Raymond (right), with Donna (left).

NMMU Educational Faculty online Journal: Educational Research for Social Change [ERSC]

The third edition of our online faculty journal for 2013, Educational Research for Social Change [ERSC], is available online at <http://ersc.nmmu.ac.za> or ersc.nmmu.ac.za

Our hope is that this journal will create a platform for development and publishing opportunities for all interested academics.

We are awaiting contributions for our 5th edition (the 4th edition will be available online before end 2013) and vol. 3 no. 1 for 2014 . Please consider us for distributing your work?

Dr Andre du Plessis, Prof Lesley Wood and Prof Naydene de Lange (Co-Editors)

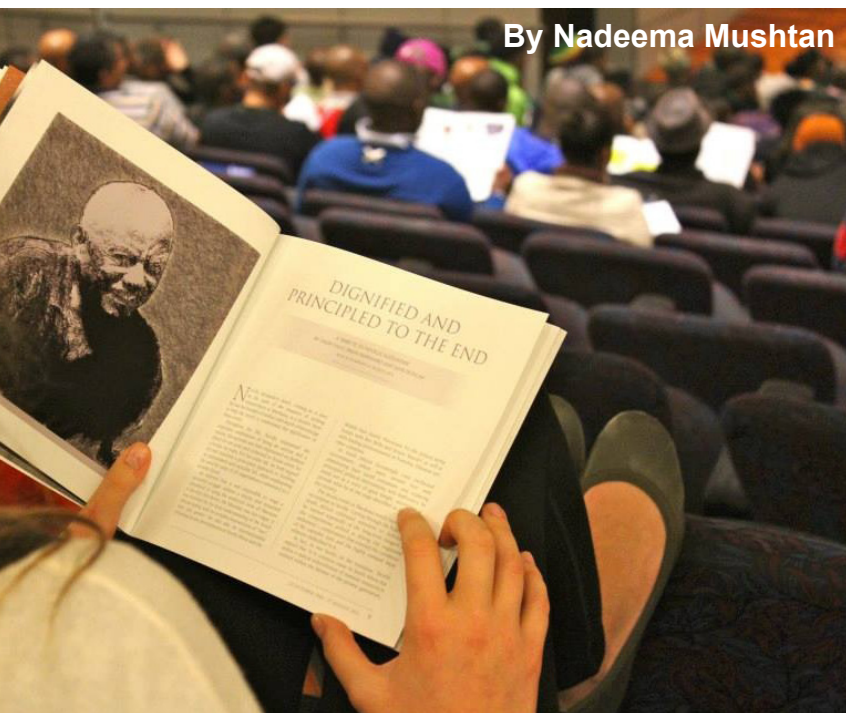
WELCOME

This semester, we welcome several new colleagues: Dr N (Kossie) Rasana a Senior Lecturer specialises in Language and Literacy, Ms Ansuya Naguran, who will be working with CCS on an innovative social theatre programme and Ms Khplisa Papu, a new administrative assistant taking the place of in SERE.



Neville Alexander Conference

By Nadeema Mushtan



I want to be able to write about the nuances and subtleties of the discussions and explorations of ideas and writing that centred around Neville Alexander's life. Sitting in a room where people's histories and struggles go deep and long, I know that no matter how hard I listen, or how many notes I furiously scribble down, I can never truly understand those particular struggles & those particular histories. So what can I say about the commemorative conference that was held in July? Perhaps only what I took away from it.

Generally, the conference did a few things for me: it reinforced what I thought I knew about what Neville thought; it showed how I actually know very little of what I think I know, it reminded me, not only of my thinking (and lack thereof), but of the consequent actions of such thoughts (and non-thoughts); and it cemented clearly, not only through Neville's example, but of those that were gathered there, how thought and action come together in ways that are morally, intellectually, sensibly humane.

It was a demonstration, a commemoration, an interrogation, at times almost a fight. It was a reunion, a trip down memory lane, a remembrance and a recognition of a life lived in service of humanity in its broadest and most intimate sense. I felt incredibly fortunate to be able to attend, yet at the same time felt it had to go beyond those 3 days. And so that's what I'm left with: an understanding of how much more there is to learn, about Neville's thoughts and the things he chose to think about; an appreciation of the time I got to spend with him, to see the actions he put to his thoughts, and endeavor to live a life as principled and as courageous; and the obligation to take what was started over those 4 days and build and extend and share.



Nduna Lodge Writing Retreat

Taking a few days away from the commitments and rush of daily life at the end of June were several colleagues and post grad students. The group focused on their motivational papers and preparations for the SAARMSTE Conference that will be taking place in January 2014. The solitude and quiet offered by the surroundings afforded all the space for deep thought and writing. The group also shared their writings; presenting and reviewing with guidance and constructive advice from each other. From left to right, Prof. Paul Webb, Mrs Marinda van Zyl, Mrs Elsa Lombard, Dr. Kyung-Hwa Yang, Dr. Lyn Webb, Rochelle Thorne (MEd Student), Hermione Kemp (MEd Student), Dr. Kathija Adam, Mrs Eileen Sheckle and Dr Mary Grace Villanueva.

PRESENTATION AT ICEEPS 2013 CONFERENCE IN BEIJING

Logan Athiemoolam presented a paper entitled 'Drama Pedagogy – pre-service teachers' reflections on their own experiences: a case study', at the International Conference on Education, Economics, Psychology and Society (ICEEPS) which was held in Beijing from the 14-16 of June 2013. ICEEPS 2013 aims to foster research relations between universities and the industry around the world. This conference provides opportunities for delegates to exchange innovative ideas face to face, hoping to establish global collaboration in the future.

The conference which was the second of its kind also brought together the Management and Social Science (ISMSS), Computer Science and Electrical Engineering (ISCSEE) and Civil Engineering and Engineering (ACCEE) associations and was organized by the Higher Education Forum and Asia Pacific Education and Research Association. The format and organisation of the conference was interesting as it demonstrated how diverse groups specializing in particular areas could be brought together in one conference. The parallel sessions for each of the niche areas afforded delegates the opportunity to move between the groups and to expand their knowledge beyond their areas of expertise.

Logan's paper focused on how his English Methodology class registered for the PGCE programme was exposed to drama pedagogy as a technique for teaching and learning, and the outcome of their learning as gauged by their theatre-in-education productions. The paper more specifically examined how one of the multi-ethnic groups conceptualized their play entitled 'Forced Removals: The Sophiatown Experience', collected the material and scripted the play and provided accounts of their personal reflections on what the play meant to them and how it enhanced their own awareness of social injustice. On the basis of the case study the paper concluded that drama pedagogy could make a significant contribution to deepening our insights on issues affecting society at large thereby enabling us to commiserate more readily with victims who are at the receiving end of societal atrocities.



ACE-LLT STUDENTS PRESENT ACTION RESEARCH PROJECTS ON LANGUAGE TEACHING

The second year ACE-LLT students in Qumbu registered for the module 'Introduction to research in classrooms', presented their action research projects on language related issues at a mock conference. For many of the students it was the first time that they conducted and presented their own research, but under the guidance of their tutor Dr Berrington Gobingca they presented action research papers that were insightful, interesting and which portrayed their first hand experiences of language related challenges in rural settings. The research conference was organized by the module co-ordinator Dr Logan Athiemoolam, in collaboration with Dr Berrington Gobingca (the tutor) and Mrs Yolisa Dudula (the centre manager) and all travel arrangements were very ably undertaken by our superb administrator, Mr Sherwin King. Mr Joe Slingers and Dr Nokhanyo Mayaba accompanied Dr Athiemoolam on the Qumbu visit and served as the adjudicators for the conference.

The papers were presented in a mock conference style with both plenary and parallel sessions. During the first plenary session the students were provided with information relating to the logistics of the conference, whilst during the second session they were afforded opportunities to discuss issues emerging from the conference by responding to questions posed by the visiting lecturers. The function was concluded with words of thanks and appreciation by both Dr Logan Athiemoolam and Dr Berrington Gobingca (the tutor).

Mrs Yolisa Dudula the centre manager was extremely appreciative of the visit and expressed the hope that more such visits and initiatives would be organized in the foreseeable future. The students were appreciative of the opportunity to present their research in such a forum even though, for many of them, it was a daunting experience at the outset. They however indicated that the experience and insights gained as a result of the action research initiatives contributed to their overall development and enabled them to be more reflective in their classes than they were in the past.

The conference ended with a tea party for all those present and the awarding of special gifts to the tutors and centre managers in appreciation of their sterling work. All those present agreed that the conference was a great success which inspired them to reach greater heights. The next conference for second year students will be held in October 2013 and will focus on their action research projects in which they reflect on the language in learning and teaching in rural contexts.



CURRICULUM RENEWAL WORKSHOP

31 May 2013

FET (Further Education & Training) and PGCE (Postgraduate Certificate in Education) explaining their journeys and identifying the big ideas that had been generated in their teams.

