

January/February 2016



JOURNAL LAUNCH: Rolling the boulder to the top of the mountain

EDUCATIONAL
RESEARCH FOR SOCIAL
CHANGE

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ERSC cover page

The launch of the Educational Research for Social Change (ERSC) journal on 22 February 2016 told a compelling story of a vision, determination and solidarity. This internationally peer-reviewed journal was launched after receiving accreditation in January 2016 from the Department of Higher Education and Training, four years after its inception. Since, ERSC has been included on the International Bibliography of the Social Sciences (IBSS) list. Deputy Vice Chancellor of Teaching and Learning

at NMMU, Prof Denise Zinn, commended ERSC for receiving accreditation after a relatively 'short' period of time and pointed out the rarity of establishing a new journal.

Executive Dean of Education, Dr Muki Moeng, highlighted the importance of "a journal as a resource" and how the Education Faculty has triumphed over what can be a grueling accreditation process. Reminding the audience of the Greek mythological figure, Sisyphus, Prof Naydene de Lange, one of the three editors, said that the Faculty as well as NMMU, rejoices that ERSC has finally 'rolled the boulder to the top of the mountain'. She recounted how their editorial team would invite potential authors to contribute, sacrificing their DoHET incentive funding for publishing in a journal that was not yet accredited. Looking back, such sacrifice and level of generosity from contributors, mark a high level of commitment to a vision that sought to bring about change in education research as we knew it.

The impetus behind establishing an education journal focused on social change was in part, fueled by the realization that "educational research has the potential of being transformative, through its work with communities and through various participatory research approaches" and yet, such a view "is still very new in many educational research circles," explained journal editors, Profs Naydene de Lange, Andre du Plessis of NMMU as well as Prof Lesley Wood of North-West University. Educational Research for Social Change therefore, aims to:

► play a critical role in confirming the importance of educational research as social change,

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Journal editors, Profs Naydene de Lange, Andre du Plessis of NMMU and Prof Lesley Wood of North-West University at the launch.



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Drs Nolutkwe Bomela and Nomakhoasana Rasana conversing during the launch

- ▶ contribute to the theorizing thereof, and
- ▶ to disseminate current research to a broad, cross-disciplinary audience of scholars, researchers and practitioners in the field of education.

The journal publishes conceptual papers and empirical research which draw on emancipatory paradigms and participatory methodologies and methods, and which have a change agenda, which is seen as critical in contributing to transformation in education. ERSC publishes at least two issues per year, with one being a guest-edited themed edition and one an open issue. Since 2012, ERSC has published eight issues and this year, issues nine and ten will be produced.

Our Faculty is determined to continue doing the good work and to maintain the standard of the journal. We also acknowledge the strong administrative support offered by Ms Amina Brey who is also a doctoral student in the Faculty of Education; the presence and support of faculty staff members; the support of the Research Capacity Development (RCD) personnel, Prof Blanche Pretorius and Dr Nolutkwe Bomela who was the programme director at the launch, Prof Wiston Shakantu of Construction Management, as well as Department of Journalism, Media and Philosophy student and writer, Sisonke Papu, who read poetry on transformation and social justice.

Kholisa Papu and Naydene de Lange

Pictured at the Official Launch...



Top Right: Executive Dean of Education, Dr Muki Moeng

Above: Sisonke Papu reading poetry

Right: DVC Teaching and Learning, Prof Denise Zinn





FIRST YEAR Success Programme

South Campus was abuzz with new students taking part in the First Year Success Programme two weeks prior to the start of the new academic year. The programme focuses on students learning various tools and skills on how to succeed in their journey as an undergraduate and young adult. The emphasis of the first year success programme is not only to orientate students with regards to their surroundings on the various campuses, but also how to make the best of one's experience as a student of Nelson Mandela Metropolitan University.

The First Year Success Programme was officially kicked off on Saturday 23 January, where our first year students were warmly welcomed to the institution, as well as to their relevant faculties. The fun filled two week programme then continued with registration, where students were supported in selecting their module choices. Students were then divided into smaller groups and were coupled with a How2 buddy: a senior student from their same faculty. The remaining time on the programme is spent with these buddies,

having small group sessions dealing with issues such as getting to know the timetable, finding your way around campus and resources available to me. These sessions with their How2 buddy was a great opportunity to connect for both the first year students and senior student, sharing knowledge and experience of life on campus. The students discussed subjects related to the faculty and student life and were encouraged to ask questions as well.

The Faculty of Education hosted an Amazing Race to wrap up the exciting two week first year success programme. The race sent students around the campus completing various different games and activities related to what they had learnt during the two week period. Students were exhausted by the end of it, but only positive things were said about the experience. The day ended off with a refreshing lunch and various lucky draws. Well Done to the team that crossed the finish line first: Emma Pittard, Jess Saayman, Megan Hayward, Carey Guscott and Sheree Purdon.





Welcome to 2016 from Dr Muki Moeng, Executive Dean

Welcome back and best wishes for 2016!

I hope you come back refreshed and rejuvenated with new ideas and a new will and commitment to take the Faculty of Education forward. To those who are joining us for the first time in 2016, a warm welcome!

We are joined by 7 new staff members in the Faculty: Mr Lucky Maluleke, Ms Pretty Magangxa, Ms Thandi Mpiti, Mr Bruce Damons, Ms Veronica Msutwana, Mrs Rochelle Thorne and Prof Nokhanyo Mayaba. Please take the opportunity to know them better and make them feel at home – part of this wonderful Faculty of Education family.

2015 was a learning curve for myself and I am sure for many of us. A lot happened in the higher education sector as well as in the schooling sector. All of these issues have a direct bearing on our work as a Faculty of Education.

There were a few milestones achieved by the Faculty too. Our Educational Research for Social Change journal has been accredited by the DHET! I am so proud of this achievement and I would like to thank Profs Naydene de Lange, Andre du Plessis and Lesley Wood for the hard work of getting the journal accredited. We are now a step closer to being a Faculty with which to be reckoned. Prof Sylvan Blignaut received his NRF C3 rating; congratulations to him! Prof Andre du Plessis and Dr Kathija Adam received TAU scholarships for their scholarly approach to Teaching and Learning. Prof Hugh Glover, Dr Margie Childs and Dr Deon Swartz received teaching excellence awards for their exemplary teaching approaches. Dr Mathabo Khau and Prof Naydene de Lange received research awards for their hard work in research. These are but a few achievements that the Faculty should pride themselves with; every effort made in T&L, research, engagement and administration does not go unnoticed.

Our *Sodla Sonke* initiative driven by the Faculty Administrative Forum is a true example of how so much can be achieved when we all come together for a common cause. The poetry project driven by Prof Logan Athiemoalam and Dr Kathija Adam, which culminated in a book of poems from both students and staff, is a testimony of the hidden talent that lies within all of us.

2016 is here and there is so much to be done and the year ahead looks very

exciting and challenging at the same time. The matric results were officially published on the 5th of January 2016 and, again, we are confronted with the huge challenge and responsibility that we have as a teacher education Faculty in the Eastern Cape. Unfortunately, this challenge is not striking us for the first time, but for some reason when the matric results are announced the whole nation is shocked. Interestingly though, after January the shock fades away it becomes business as usual to many of us. It cannot be business as usual for a Faculty of Education. I thus challenge us to question our thinking and “intervention strategies” in our attempt to ‘remedy’ this situation. As a Faculty of Education how do we theorise, advocate and become agents of change in this huge task – for the whole schooling system and not just the last grade of 13 years of education? Unfortunately, part of this challenge is ours and we cannot shift it to anyone else. I am looking forward to thoughtful and exciting initiatives and programmes in this regard locally and nationally.

Our Foundation Phase 3rd and 4th years began their classes on the 8th of February 2016 on the Missionvale campus. All the necessary arrangements were done to make the transition from South to Missionvale campus as smooth as possible. The Foundation Phase building will be officially launched on the 4th of April 2016.

An exciting initiative for 2016 is that all B Ed first years will receive a book (novel) to read. This initiative is intended to encourage reading among our student teachers, as well as to challenge their thinking about social and educational issues in the world and how these issues relate to them in the South African context. This is aimed at developing a culture of reading and critical reflection.

Our *Phase 2 Curriculum Renewal Process* will be one that is guided by reflecting on the underpinning philosophy before we proceed with materials development. We have asked Prof Jenny Clarence-Fincham from CTLM to assist us in thinking through our phase 2 process.

There are many other exciting initiatives that are in line for 2016 and beyond. I hope that this year will be a positive one for all of us.



Welcome!

We welcome several new staff members to the faculty this year. The faculty also welcomes two post doc fellows to our family, Dr. Avie Cherrington and Dr Marelize Marx. Please see the two write ups on them [on page 8](#).



We welcome 7 new staff members in the Faculty!

Front: Prof Nokhanyo Mayaba.

Back from left: Mrs Rochelle Thorne, Ms Sandilisiwe Moko, Ms Veronica Msutwana, Ms Robin Notshulwana and Ms Thandi Mpiti (missing were Mr Lucky Maluleke, Mr Bruce Damons, Ms Pretty Magangxa)

Halala Faculty of Education Halala

Halala is an isiXhosa term that is used to express excitement and congratulations for achievement or in a celebratory event. The term is used in this month's Briefs section to congratulate some of the Faculty's achievements that are mentioned briefly without understating their importance.

Congratulations to Prof Sylvan Blignaut who is the newly appointed Director of School (Education Research & Engagement). "We wish him a very successful term of office and are looking forward to his leadership in taking research and engagement to greater heights in the Faculty and beyond", Dr Muki Moeng, Executive Dean.

Dr Deon Swartz has been appointed Acting Head of Programme for the FET Programme for 2016. Congratulations Deon!

Congratulations to Dr Lyn Webb who has been elected President of the Southern African Association for Research in Mathematics, Science and Technology Education (SAARMSTE) for the next two years.

Dr Fumane Khanare, who is Naydene's doctoral graduate (April 2015) and who works at UKZN, was awarded the EASA Postgraduate Medal of Honour (Phd) at the recently held EASA gala dinner. Congratulations Dr Khanare, we are really proud of your achievement!

Halala to the doctoral students and their graduates at the December graduation. Both Doctoral students are working as post-docs in the Faculty.



Left: At the Gala Dinner in Pretoria, Naledi Pandor, Minister of Science and Technology, (pictured here with Dr Lyn Webb) was the guest speaker.

Right: Halala doctoral graduate (April 2015), Dr Fumane Khanare (who works at UKZN), was awarded the EASA Postgraduate Medal of Honour (Phd) at the EASA gala dinner on the 19th January! We are really proud of her achievement!

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Halala Faculty of Education Halala

Teaching youth leaders

Halala to our colleague, Miss Kholisa Papu who has received numerous invitations from the Keiskamma Trust to facilitate leadership training sessions with children and adolescents from various schools in the Hamburg and Peddie areas. The Trust has already run two out of four youth leadership camps focusing on

- ▶ youth leadership in the 21st Century
- ▶ assisting children to understand, accept and appreciate themselves as they grow
- ▶ assisting children to develop their goals for the future and equipping them with tools to map their future journey

Apart from children and youth leadership training, the Keiskamma Trust seeks to foster hope and offer support to the vulnerable through holistic and creative programmes and partnerships. Contributing to the Trust's education thrust, concept posters on various science education concepts such as 'magnetism', 'force of gravity', 'components of 'air' and 'dangers of electricity' were donated to the Trust.

Children in grades 4-7 from various schools in Hamburg, Peddie and staff from the Keiskamma Trust, Mrs Unathi Meslane and Ms Ncedeka Beja, as well as Faculty of Education's Kholisa Papu (white t-shirt) pose with science education posters after the children's camp.

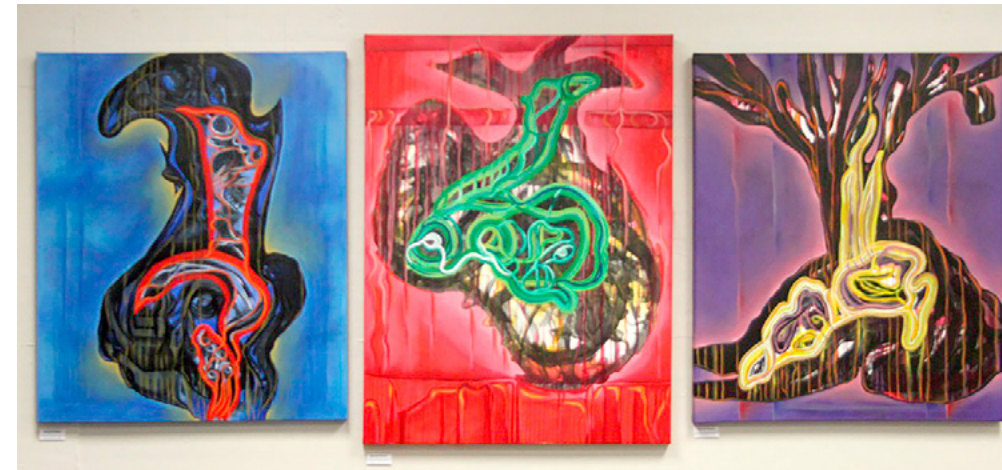


Food for thought

Halala to Bachelor of Technology student, Megan Poisat whose paintings depicting her struggle with anxiety grace the lounge area of the School for Education Research and Engagement. As part of her third year solo art project Megan has crafted a collection of paintings that focus on anxiety. Megan says, "through using bright colours and curling lines which create a tangled mass, I am able to give my anxiety a visual form." It is this rare depiction of an intangible feeling as anxiety that stimulates both thought and beauty, that one can enjoy such shared spaces. Through this immaculate depiction of anxiety, she hopes to reach out to others who suffer from anxiety. Are you anxious about anything? How can you depict your own anxiety?



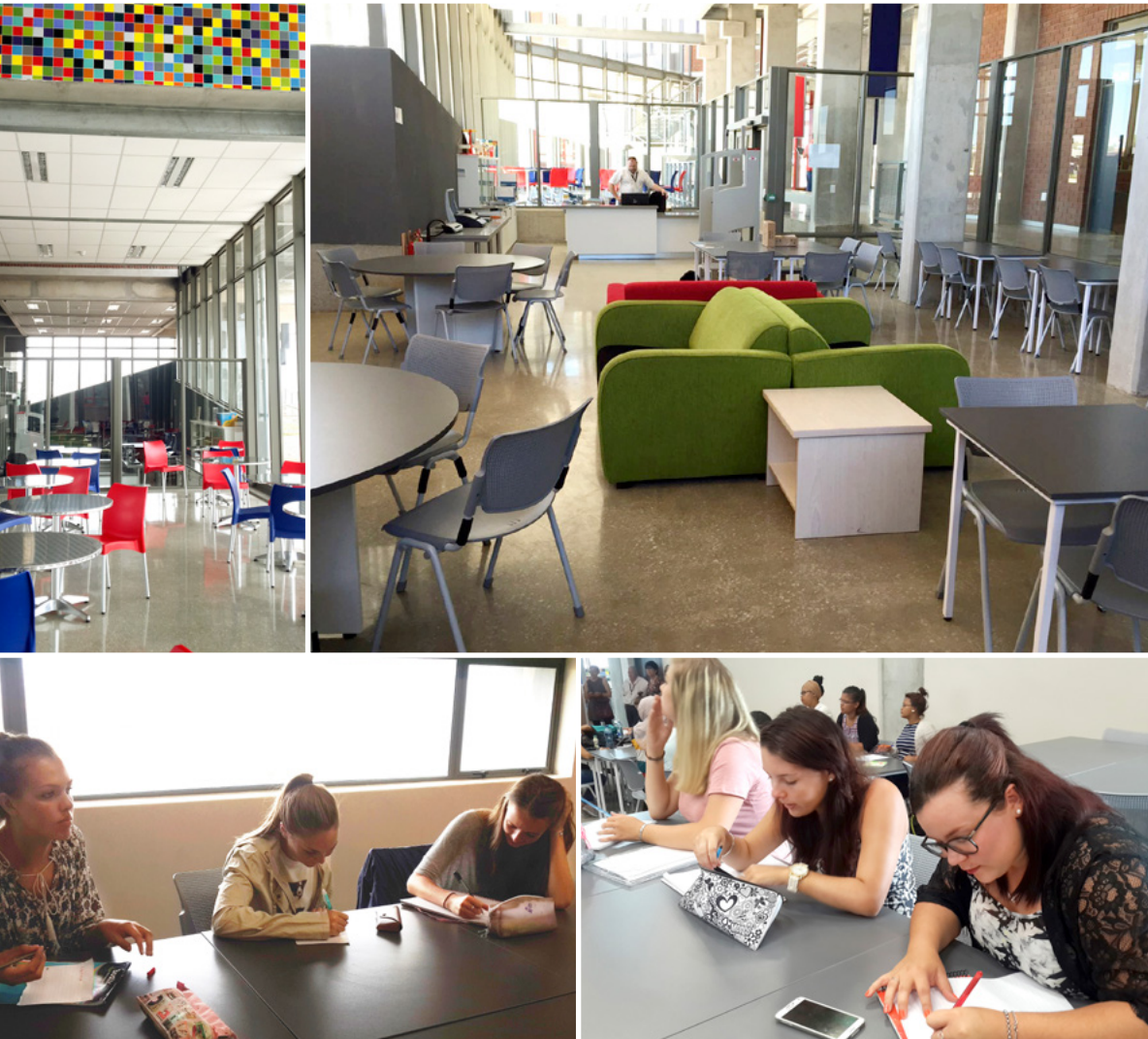
Megan Poisat, fourth year fine art student whose paintings depicting anxiety grace the walls of the School of Education Research and Engagement



Megan's acrylic and oil on canvas paintings from her 'Journal of Anxiety' pages 10, 12 and 11



Missionvale Opening



On Monday the 8th February and Thursday 11th February, the Third and Fourth year students were welcomed to their first lecture in our new building by Dr Moeng, Prof Delport, Dr Geduld and campus principal Dr Ntshongwana. The morning offered a discussion of what the Missionvale Project would achieve and asked each student to write a reflection of what they would hope to experience while on the new campus. Dr Moeng promised that the new location would encourage new perspectives and experiences that would enable Foundation Phase teachers to respond to the realities of the South African educational context. Each student also received a goodie bag full of treats with compliments from the faculty to start their day off with a bang.



PGCE Orientation 2016

When a student hears the word "orientation", it often results in an exclamation of "Aarrgg, not again!" However, the feedback at the end of the orientation programme suggests that we as organisers and facilitators were able to side step this pothole.

The orientation programme was from 3 to 5 February 2016, starting with an inspirational welcome from Dr Muki Moeng, our Dean. This was followed by a morning full of laughter and interaction, as all the initial activities focused on getting to know one another in an informal, but fun way. Sitting together and listening with the eyes and ears (head), heart (emotion) and feet (action) in order to provide feedback to another person about what one heard, indicated that this was quite a tough exercise. Nevertheless, it assisted students to become more aware of their perceptions and actions to address these about the PGCE year ahead.

Prof Bean's three sessions pertaining to the South African school system and its history was also a hit. The videos, paper-based Twitter activities, poem writing and theatrical presentations by groups as a reflection on Sir Ken Robinson's YouTube video titled 'Changing Paradigms' were extremely creative.

Drs King and Edley explained the school based learning logistics and requirements to the students and Ryan Raffan of the Human Movement Science Department presented the various sport codes to our students.

The orientation programme also made it possible to deal with PGCE registration at the same time. It is really wonderful to be part of the PGCE programme!



"Technological aids were used very well"

"Very well planned from start to finish"

"Overall a wonderful experience"

"Was not a waste of time like I thought it would be"

"Activities were interactive and promoted students to trust each other"

"It was the best orientation I have EVER been to, thank you"

"I am grateful that the PGCE orientation gave me more insight than I expected, this programme definitely went above and beyond my expectations"

"Many perceptions I had about being a teacher were either rectified or perceptions changed"

"Made me realise how much responsibility I will have when I become a teacher"

"The food was amazing"



SHAPING YOUTH IDENTITY

On 16 February 2016, Dr Berit Lundgren, a research associate in the Faculty of Education from the University of Umea in Sweden, launched an exhibition titled *'Hope and Future: Shaping Youth Identity'*. The exhibition forms part of a Literacy Project in one of the High schools in the Nelson Mandela Bay and the intent is to communicate how 14 High School students could represent their identity by using people, places, spaces, objects and events. By using photo voice as a methodology, the project explores high school students' perceptions of the extent to which people, places, spaces, objects and events have an impact on shaping their identity. Dr Lundgren said that "having the agency in the project, created possibilities for the students to show how the environment reflects the society they live in and its importance in shaping identity". She continued to say, "the project enabled them to perceive themselves in the world around them". The participants took pictures using digital cameras that were provided for the purses of this project. Renowned Port Elizabeth visual artist, Mr Bantu Mtshiselwa presented a one day practice session on how to take good photographs while Poet, Lelethu Mahambehlala, encouraged the students to write poetry based on the photographs they had taken.

Top Right: Department of Arts and Culture intern, Siyamthanda Spaji and Dr Berit Lundgren from University of Umea in Sweden exchanging greetings and congratulations at the exhibition on Shaping Youth Identity

Right: Muzammil Musthan, a Grade 4, Herbert Hurd Primary school learner and Education's Nadeema Musthan's son reads poetry written by other school children





EASA ANNUAL CONFERENCE 2016

The Education Association of South Africa's annual conference was held this year at the Arabella Hotel and Spa in Hermanus, Western Cape from the 17-20 of January. The conference theme was: *'Dealing with educational inequalities in the age of measurement in SA – chasing numbers versus supporting student success'*.

The keynote speakers at the conference included Professor Crain Soudien (CEO-HSRC) who presented a paper entitled *'Making what we know consequential: Learnings from standardized testing for the improvement of education'*, Professor Elizabeth Henning (Centre for Education Practice Research – University of Johannesburg), who presented a paper entitled, *'In all fairness: Numbers to support Learning of children in schools?'* and Professor Zubieda Desai (Faculty of Education – University of the Western Cape), who presented a paper entitled *'The missing link in the numbers game: the affective factor in teaching and learning'*.

At the conference Logan Athiemoolam and his PHD student, Christopher Chitumwa, who is currently lecturing at the Vaal University of Technology, presented a joint paper based on Christopher's study entitled *'Pre-service teachers concerns during teaching practice: The Zimbabwean experience'*. Another colleague from the Faculty of Education namely Professor Johanna Geldenhuys presented a poster on her research entitled: *'Indigenous knowledge systems: What can traditional healers contribute towards educational support services?'*

A further accolade to the Faculty of Education (NMMU) was the awarding of the Postgraduate Medal of Honour to one of Professor de Lange's graduates namely Dr Fumane Khanare, for her research into the care and support of children who are made vulnerable in the context of HIV and AIDS. Dr Khanare is currently a lecturer at the University of KwaZulu-Natal and her thesis is entitled, *Rethinking care and support of 'vulnerable' learners in the age of HIV and AIDS: An arts-based approach*.

The conference was very well attended and the range of papers presented and the high standard of the plenary speakers' papers, together with the exotic location ensured the success of the conference as a whole. The 2017 EASA conference will be hosted by the North West University.

Logan Athiemoolam



Above: Logan Athiemoolam and PHD student Christopher Chitumwa

Below: Naydene de Lange at the Arabella conference accepting the award on her student's behalf





Post-doctoral fellowship in the Education Faculty

Dr Avivit Cherrington, a postdoctoral fellow working with Prof De Lange in 2016, is a registered educational psychologist interested in issues of social justice, rural education, and children's wellbeing and flourishing. Graduating in December 2015 at NMMU, her doctoral thesis explored hope with rural primary school children in QwaQwa, South Africa, demonstrating that using visual participatory methodology to explore hope with the children also facilitated a process of 'research as hope-intervention', thus strengthening their hope on multiple levels. Her study has contributed significantly towards an understanding of the development of hope in children, and how it can be nurtured and strengthened. It also provided a much needed African perspective of hope in a field dominated by research from the global-North.

Avivit has worked in the non-governmental sector to develop psychosocial programmes for vulnerable children and communities, and has provided therapeutic care and support for children and families from various socio-economic backgrounds. She believes that social science and education research should challenge the dominant deficit-view of children from rural / marginalised communities, highlighting instead their competence and agency. Her use of art and play in therapy to access children's experiences extends to an interest in the use of visual participatory methods in social science research that seek a meaningful transformation. Her passion is thus to nurture hopeful children by building hopeful communities, using strengths-based approaches and participative methodology. Avivit is looking forward to extending on her hope-related research during her post-doctoral year, and intends to showcase how authentic, participatory, and critical research engagements can provide spaces for marginalised children's voices to be amplified, enhancing their role in knowledge creation and sharing. Avivit and her husband Bruce, who runs a software development consultancy, are excited about Port Elizabeth and being part of the NMMU Faculty of Education family.

Dr Marelize Marx has spent the last ten years teaching both dance education and music education to our pre-service student teachers here at NMMU. In December 2015 she received her doctorate in the Philosophy of Education. Her dissertation *investigated the potential of dance education to promote social cohesion in a post-conflict society: Perspectives of South African pre-service student teachers*.

Her study constituted a theoretical and qualitative investigation into the meanings and locations of social cohesion in dance education. Theoretical connections between culture, dance education and social cohesion were explored. The empirical investigation were designed as a qualitative case study interrogating pre-service student teachers' experiences and perceptions of a particular dance education course in a culturally and politically diverse university classroom in post-apartheid South Africa. Findings indicated that involvement in creative movement and ethno-cultural dances raised awareness of the Self and the Other, engendering perspective and personal transformation, important requisites for social transformation and subsequently social cohesion in a formerly divided society, such as South Africa. In addition, these dance education experiences provided participants with unique encounters with the Other's culture. These occurred through embodied experiences of the culture of the Other, as well as through bodily negotiations with the Other. These findings lead her to argue that dance education, as pertaining to this particular course, can facilitate spaces conducive to cohesion amongst culturally and politically diverse participants in post-apartheid South Africa.

Dr Marx further conceptualised social cohesion as it pertains to a post-conflict culturally and politically diverse South African society, an area mostly neglected in South African scholarly literature. This conceptualisation includes a specific focus on the meanings and interpretations of community and community building in African philosophy. Dr Marx will be a post-doc in our faculty this year. We welcome her to the faculty.



Far Left: Using multiple visual participatory methods Dr. Avivit Cherrington engaged with rural South African children to explore their conceptualisations of hope.

Left: Naydene de Lange welcoming Avivit and Bruce Cherrington to the Faculty.



Seminar Series

Engaging educational subjectivities across post-apartheid urban spaces: towards a methodo-logic

Prof Aslam Fataar presented a seminar on '*Engaging educational subjectivities across post-apartheid urban spaces*': towards a method-logic at the Faculty of Education on the 12th November 2015. The seminar was well attended by academic staff and students. Prof Fataar highlighted the issue of 'misrecognition' of students in universities in terms of curriculum and pedagogy, as well as the ethical agenda of education. He argued that we hardly take cognisance of who our students are in the education project. The one thing that stood out for me was when he said "we have lost the students in our quest to provide them with knowledge". He pointed out that we have to acknowledge the divergences in our students without losing the ethical structures of education. In this regard we also have to ask "How is education lived and transacted in the lives of people?"

This seminar provoked much introspection on the part of the participants judging from the kind of questions and comments that ensued. Prof Fataar is an NRF B-rated scholar and is currently working as the Vice Dean for Research in the Education Faculty at Stellenbosch University.

Mathabo Khau



Left to right: Posing for a photo after a stimulating seminar are Professors Sylvan Blignaut, Aslam Fataar, Naydene de Lange & NMMU sociology student, Zolisa Marawu

Master's graduate presents a research seminar

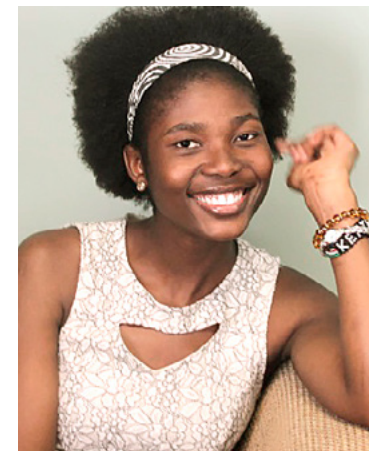
Responding to an internal call for Education staff and students to present their current research at this year's seminar series, Master of Education graduate, Kholisa Papu presented a part of her Master's dissertation on 24 February 2016. The title of her seminar was "*developing argumentation as a literacy practice through laboratory report writing*". In her seminar, she explored how writing in general, and the writing of discipline specific texts such as laboratory reports ought to be seen as 'literacy practices' rather than once-off writing events that are decontextualized from the practices of 'real-life' scientists and engineers. She presented evidence that through the use of the Science Writing Heuristic (SWH), an argument-based laboratory report intervention, students can learn scientific argumentation through writing to learn. The benefits of using the SWH include the activation of metacognition on the part of the student, learning to construct a scientific argument i.e. formulating claims backed by evidence, comparing one's own ideas with those of peers' as well as canonical texts, and learning to respond to rebuttals. The seminar was well attended by colleagues in and out of

the Faculty of Education. Stimulating discussions were shared with participants and some of the key contributions made by the audience were:

- ▶ The possibilities of employing argumentation as a learning tool in other contexts
- ▶ The need to further investigate argumentation in multilingual contexts

Kholisa graduated *cum laude* in December 2015 under the supervision of Prof Paul Webb and Dr Eileen Sheckle. After the seminar she thanked the participants for coming and for making significant contributions to the discussion.

Right: Kholisa Papu after presenting her research seminar





Acquiring skills in Academic Programme Design



Dr Chris Dali and Ms Elsa Lombard were recently awarded a certificate for attending a four day hands on Academic Programme Design Workshop, a collaboration between the University of Northampton, UK, and the Nelson Mandela Metropolitan University.

The workshop was presented by Prof A Armellini, a Professor of Learning and Teaching in Higher Education and Director of the Institute of Learning and Teaching in HE, University of Northampton.

The purpose of the workshop is to address the need to build institutional capacity in designing academic programmes for student-centred blended and online learning which has been an ongoing challenge at NMMU.

Pre-Service International Teachers enjoy Work Integrated Learning in PE Schools



The International office hosts a group of pre-service teachers each year from Tromsø University (Norway) who undertake a stint of teaching practice in schools in the Nelson Mandela Metropole as part of a short learning programme. This six week programme includes both campus based lectures and mentoring as well as a practical component in schools. The university based programme includes a lecture on the South African Education System and two mentoring sessions to support students while on teaching practice. The lecture and mentoring sessions are presented by Logan Athiemoalam who has built up a cordial working relationship with the International Office since 2012.

The group of students, who participated this year, reported that they thoroughly enjoyed their teaching practice sessions at the schools where they were placed and were well received by the principal, learners and members of staff. This year the group conducted their teaching practice at Malabar Primary, Parkside Primary and Charles Nduna Primary schools. They did, however mention that some of their concerns related to the large classes, traditional teacher-centred approach and language related issues that hindered learning. In spite of these limitations they enjoyed their experiences in the city, at university and the schools and indicated that they would like to come back to Port Elizabeth in the foreseeable future. They were not looking forward to leaving sunny South Africa to return to Tromsø (Norway) where the temperature at the moment was below freezing.

Logan Athiemoalam



Dreaming into the Future...

On the 30 November 2015 I, Takatso Mohlomi, did a motivational talk in one of the schools - Manguzela Junior Secondary School - in the rural areas of Eastern Cape. This was an idea driven from my heart and was influenced by many factors. One of the key factors was aligned with my joining the group of young woman - *'Girls Leading Change'* - led by Prof Naydene de Lange (in the Faculty of Education). We are a group of young pioneers of change who stand for wellbeing and addressing issues of violence against women and girls. As a young woman who grew up in the rural areas and who has experienced all the challenges and consequences that comes with living a rural life, I realised that had I had a motivational speaker in my early adulthood, who spoke as I did in this motivational talk, I might have made even better decisions in terms of career choice. I really appreciate how things have turned out for me but I just feel that a motivational talk from the heart could have made a huge difference to me.

Rural learners from disadvantaged schools are affected by many factors but are most affected by lack of knowledge. Being one of the people who experienced the same challenges I saw a need to go back with the little that I know and help them dream into a better future. A future that can bring hope in their families, because the only careers they are exposed to are those of being a security guard, teacher, nurse, shopkeepers, councillors or being a chief. While there is nothing wrong with any of these mentioned careers or job opportunities, it is necessary to know that other career opportunities exist out there.

The motivational talk I gave was more of helping them see realistic future possibilities (or dreams) based on their personalities, interests and abilities. It was important to hear from them what they had in mind and seeing if I could be of help in any possible way, and not standing in front of them and presenting what I think they should become.

I asked them to draw how they see their personal impact in their families, school and society. This was aimed at seeing each learner's abilities, interests and capabilities. We then made an exhibition of all the pictures they drew so they could learn from each other's perspective of how they see themselves. I then selected 10 learners to present what they had drawn (I could not let the whole class of 95 grade 09 learners present because of time).

They then drew where they possibly see themselves in future, concluding from the pictures their abilities, capabilities and interests, and bearing in mind that they had to choose practical and real careers which they think they were able to achieve. They identified many different careers and I also gave them the NMMU career guide to help them choose the careers they feel they could fit into.

After all this was done, we then had to come up with challenges they could possibly face on their way to success and also discussed practical solutions that could help them overcome the challenges. Amongst the challenges they mentioned were lack of career information, financial need, peer pressure, abuse, teenage pregnancy, lack of family support, low self-esteem, and lack of focus and vision.

I had thought about possible challenges before going to the presentation and was therefore prepared to advise on how to overcome each of them. I also gave them a



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chance to suggest possible solutions after all the challenges had been written down (so that the motivational talk could be more of peer help than the presenter giving a long speech they might even forget). I handled the presentation in a manner of a Benjamin Franklin quote which says *"tell me and I forget, teach me and I may remember, but involve me and I will understand"*.

Some of the motivational words I shared with them were that:

- ▶ To live is to have problems and to grow is to solve them intellectually
- ▶ Who are you to make a change?
- ▶ Where do you come from to even matter to anyone?

My point was that regardless of what a person's life is like, what you make it to be, not what the situation wants it to be, is important. Allow yourself to explore, learn and discover new positive things in life. In order to achieve your dream one needs to have:

- ▶ Courage; believing that you can do it, no matter how impossible it seems to be!
- ▶ Determination; giving your best in all you do! And putting effort in what feels to be true to you!
- ▶ Perseverance; believing in your goal and motivating and accepting the challenges that life can bring in our ways.
- ▶ Acknowledging the fact that you are a human being, that you can never be perfect but you can strive for progress.
- ▶ Strength; forgiving yourself each time you fall, and claiming back the same strength you started with "and even more"

I then closed by saying:

*If you want to get something you never had in life,
Be prepared to do something you never did before!*

Reflecting on that day I feel that it was indeed a hopeful event, enabling the learners to dream about a different future. I appreciate the collective effort of all in making this day a success!

Takatso Mohlomi





Students Make a Difference

FOE Student Melissa, travelled and raised funds for 'Care for Wild Africa' and 'SANParks Honorary Rangers'. Read more about her adventure below.

MY #OLLI ADVENTURE

Over the course of the last 3 months I have travelled between 13 of the 19 South African National Parks while seconding the 'One Land Love it Expedition' #OLLI. Wayne Bolton, a SANParks Honorary Ranger and local PE businessman (NMMU part time student in 2014), cycled 6000km around South Africa to all 19 SANPARK National Parks to raise awareness about the plight of our Rhinos and the importance of conservation in SA. #Jointcustody is a call for individuals to step up and share responsibility – we cannot stand by and allow the extinction of a prehistoric icon in our lifetime. Ordinary people can do extraordinary things and Wayne has set an example to follow. His children, Daniel and Laura Bolton (both students at NMMU), also participated in certain legs of the trip. As an ordinary family we have raised over R142 000 for our two beneficiaries. The first is 'Care for Wild Africa', a rhino orphanage near Nelspruit that does a brilliant job of rescuing and rehabilitating injured and orphaned calves that are left to die after their mothers have been murdered by poachers. The second is the 'SANParks Honorary Rangers' who will direct funds to buy counter poaching equipment for the SANParks Rangers to assist them in the war against poaching.

During our trip around the country we had many amazing experiences, Christmas was spent

in the Kgalagadi Transfrontier Park and New Year was spent in Augrabies Falls National Park. The days were hot and long and Wayne sometimes cycled up to 140km in a day in temperatures which peaked in the high 50s. At Sea Point in Cape Town we met with other rhino activists for a Rhino Indaba headed up by Patrick Cromwell who nominated Wayne as an 'Awesome South African'. We met many dedicated and inspiring rangers in the parks around South Africa where Wayne would arrive at each National Park gate with a Scroll of Unity in Conservation and acknowledge the vital role that our rangers play in protecting our natural heritage. Two of my most memorable experiences includes our visits to two schools in Craddock where we educated children on the importance of protecting our Rhino and our entrance into our final Park being Addo Elephant National Park. Here we were welcomed by Kingsley Holgate and a Land Rover guard of Honour with the Conservation Manager doing a fly-by in the Park's bantam which is used for counter poaching. This has been an incredible experience which I will never forget and I challenge my fellow students to consider ways in which they can make a difference and to consider our message which is that we have **ONE LAND ... let's LOVE IT!**





Working World Extravaganza



The Working World Extravaganza (WWE) was hosted at the Nelson Mandela Bay stadium from the 16 to the 18 February 2016.

The Working World Exhibition aims to inspire and empower learners by providing tools and resources so learners can make informed career choices and due to NMMU being one of the WWE partners it was only natural for the Education faculty to play its part.

Education faculty introduced learners into the world of teaching, our various programmes, requirements, qualifications and financial assistance the faculty has to offer.

The exhibition kick started with a welcoming tea for all 100 exhibitors, and we were graced with a speech by our very own Dean Dr Muki Moeng who highlighted the importance of partnerships towards the growth of our youth as they are our future leaders. She also gave a talk in the leadership seminar to motivate and encourage students into becoming strong minded individuals.

The exhibition was aimed at grade 11 and 12 learners, postgraduates, educators and parents of prospective students.

The Exhibition is known to cater for a large audience of about 20,000 students over the three day period therefore making it one of the biggest exhibitions hosted in South Africa.

Sanelisiwe Moko.

